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ABSTRACT

This document contains a compilation, in three separate sections, of policies, procedures, and guidelines adopted by the Illinois Community College Board (ICCB) from its establishment in 1965 through June 1975 for the administration, operation, and evaluation of the public community colleges of Illinois. Also included are a listing of official publications of the ICCB, and copies of official position papers adopted by the ICCB. The policies section covers requirements for state recognition, administrative policies, instructional offerings, public service programs, learning resources, student services, finance, local funding, sites and construction, and institutional studies. The procedures section covers requirements for state recognition, administration, instructional offerings, public service programs, student services, public service grants, site and construction, and deadlines for submission of required reports. The guidelines section covers administration, instructional offerings, non-traditional offerings, interstate reciprocal and cooperative agreements, and public service programs. The document is intended as a reference tool for community college administrators. Its provisions, taken as a whole, provide an overview of the internal operations of the Illniois Public Community College System. (NHM)

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ILLINOIS COMMUNITY COLLEGE BOARD

MANUAL OF POLICIES, PROCEDURES, AND GUIDELINES

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Manual of Policies, Procedures and Guidelines
(As Approved By The ICCB July 25, 1975)

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Illinois Community College Board Manual

PREFACE

This document contains a compilation, in three separate sections, of policies, procedures, and guidelines previously adopted by the Illinois Community College Board from its establishment in 1965 through June 1975 for the administration, operation, and evaluation of the public community colleges of Illinois. Also included are (1) a listing of official publications of the ICCB and other agencies applicable to the Illinois Public Community College System, and (2) copies of official position papers adopted by the Illinois Community College Board.

The purpose of this document is basically threefold: (1) to list in one publication all the policies, procedures, and guidelines of the Illinois Community College Board for use and implementation by community college officials in Illinois as they administer the community colleges; (2) to provide an informational document for interested citizens, organizations, and state agencies who wish to better understand the ICCB operating policies, procedures, and guidelines; and (3) to provide the "standards and criteria" by which state recognition (and state funding) shall be provided to the public community colleges of Illinois in accordance with the Public Community College Act--Illinois Revised Statutes, Chapter 122, Sections 101-1 to 108-2.

The final official copy of this Manual was approved by the Illinois Community College Board on July 25, 1975 for implementation. However, since it may be amended from time to time by the Illinois Community College Board, copies of the amendments will be mailed to each appropriate community college executive official on file with the ICCB office with the understanding that such officials will have the responsibility to maintain the official ICCB Manual on each campus and to implement the ICCB policies and procedures as enumerated in this manual and any official amendments thereafter.

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INTRODUCTION

The Illinois Community College Board is dedicated to the philosophy and concept of the public community college as set forth in the Master Plan for Higher Education in Illinois (1964, 1966, and 1971) and the Illinois Public Community College Act as amended through the years.

Responsibility for the governance, administration, and operation of community college districts is vested in the local district community college board of trustees and as delegated by the local board to its staff. Initiative at the local level is basic to the operation of the Illinois community college system. Governing boards are elected by the citizens within a district, except in Chicago where the board is appointed by the mayor with the approval of the city council. Scope of curriculum, quality of teaching, and the character of a college are determined by the strength of the district board and its staff, and by the will of the citizens.

The Illinois Community College Board provides statewide planning, coordination, studies, and leadership for the system of public community colleges. The Illinois Community College Board recognizes that the public community colleges are unique in higher education in Illinois with respect to funding sources and control. No other institutions of higher education in Illinois are partially funded by a direct local tax levied by a local governing board on the citizens who elected them. The significant measure of local governance derives in part from this relationship of the district trustees with, and their responsibility to, the citizens of their community college district.

In Section 102-12 of the Illinois Public Community College Act the Illinois Community College Board has been charged with the power and the duty:

> "a) to ... coordinate the programs, services, and activities of all community colleges in the State so as to encourage and establish a system of locally ... administered comprehensive community colleges."

Limitations of local autonomy arise because the community college is part of a coordinated state system. The administration of the college and exercise of various functions are subject to guidance and regulation by other responsible agencies, primarily the Illinois Community College Board and the Illinois Board of Higher Education.

The Illinois Community College Board is further charged in Section 102-12 of the Illinois Public Community College Act with the power and the duty:

> "e) To determine efficient and adequate standards for community colleges for the physical plant, ... instruction and teaching, curriculum, ... administration and supervision, and to grant recognition certificates to community colleges meeting such standards."

The Illinois Community College Board accepted the challenge in September of 1965 to provide the necessary leadership in the State of Illinois for the potential of each community college to be realized. The community college system in the state has been extended to almost all areas of Illinois, and the programs have been expanded to provide post-secondary educational services to meet local needs.

New priorities now emerge in a system of institutions so fundamentally important to the citizens of Illinois as their community colleges. One new priority looms in high relief. There is an urgent need at the present time to focus on the output of each community college campus, to determine the relative efficiency and effectiveness of each institution, and to master-plan at the local campus and state system levels in order to provide a maximum of community college education with increasingly precious educational dollars. The urgent priority task now is to help each college in the system develop to its full potential.

A single rather awesome imperative, as these necessary assessments and evaluations go forward, is the preservation and protection of the basic comprehensive nature of each community college. This was the initial and continuing mandate of the General Assembly, this was the essential character of the college subscribed to and supported by the citizens, and this comprehensive aspect remains indispensable to the public community college system in Illinois. Determination of the relative emphases within the comprehensive framework shall remain the responsibility of the local district board of trustees. The legal stipulation concerning program balance in the Illinois Public Community College Act must be met, and the distinctive requirements of the district citizens should serve as guidelines. To clarify the concept of comprehensiveness, the Illinois Community College Board has adopted a statement of philosophy and purposes for Illinois Public Community Colleges which can be found in the Section VI of this manual on position papers. (Pages VI-1 and VI-2).

A new approach to state recognition for Illinois public community colleges is now required. Accordingly, policies, procedures, and guidelines have been established as the standards and criteria for state recognition by the Illinois Community College Board. They are described in Section II-VI of this Manual in an effort to help the campuses across the state enhance their efficiency and effectiveness. Compliance with these "policies" and "procedures" is required of all public community colleges for recognition and funding by the State of Illinois, while the "guidelines" serve only for the advice of the local community college officials.

Maintenance of the standards and criteria for state recognition involves the timely submission to the State Board of management information system reports and campus master plans; compliance with state policies and procedures; and maintenance of regional accreditation, with the local option of state recognition in lieu of regional accreditation.

Prior to 1973, since passage of the Public Community College Act in 1965, the Illinois Community College Board has conducted a recognition program which parallels very closely the regional accrediting program of the North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education. The state recognition program has been premised upon evaluation visits by educational peers for initial recognition of new Illinois public community colleges, and has involved peer evaluators in periodic review visits every fifth year of college operation for follow-up purposes. Both types of recognition visits have utilized professional experts from outside the institution as examiners and have focused, for the most part, upon the internal workings of the colleges in administration, curriculum and instruction, and in student services.

As a way of beginning the new state system of public community colleges, such as an approach to state recognition was both logical and practical. For in nine years' time, the new state system had burgeoned from a handful of high school based junior colleges into a network of comprehensive community colleges on 49 campuses in 38 locally governed districts and one experimental district governed by the State Board. A high priority task during this period was to achieve regional accreditation, or normal progress toward regional accreditation, for each of the new campuses as quickly as possible, so that credits received by students could be transferred to senior institutions or be recognized by employers who sought to employ community college graduates, and so that new public community colleges could qualify for the receipt of federal funds.

That priority task has largely been accomplished now. Forty Illinois public community colleges presently enjoy full membership in the North Central Association. The remaining eight campuses (excluding the new John Wood Community College to begin during FY76) are candidates for accreditation and will, in all probability, receive full accreditation in another year or more. All 48 campuses are presently in good standing with the Association, This is an enviable record of accomplishment, really, for which the local communities, boards of trustees, administrators, faculties, and students at the 48 campuses can be justifiably proud.

The new state recognition program continues initial recognition visits by the State Board staff to newly established community colleges, but abandons periodic review visits by professional peers which focus upon a college's compliance with criteria that parallel those of the North Central regional accrediting agency. However, this does not mean the State Board is abandoning campus on-site visitation. The Illinois Community College Board, under new recognition procedures, reserves the right to schedule an on-site fiscal and program audit or visit at any campus, at any time, for any reason the State Board deems sufficient. Each campus will receive at least 30 days' notice in advance of an audit or visit.

On-site campus audits and visits will focus on the college's compliance with the policies and procedures of the State Board unless departures from procedures are justified by demonstrated cause.

It is anticipated that the new recognition program will provide state government with a modifiable, system-wide state plan based on abundant "grass roots" input, as well as comparative evaluations of college productivity for the purpose of assisting change and improvement at a local and system level. Such a program should provide information which is invaluable to government leaders who must make wise decisions about community college education that are in the best interest of all Illinois citizens.

It is important to understand clearly the definitions of the terms as adopted for this Manual and for the state recognition program by the Illinois Community College Board. These definitions are described in Section I of this Manual.

The "Policies" of the Illinois Community College Board are listed in Section II of this Manual. These policies are the requirements and general statements of principle to be followed by the public community college system of Illinois to meet the standards and criteria necessary for state recognition and funding of a community college by the Illinois Community College Board.

The "Procedures" of the Illinois Community College Board are listed in Section III of this Manual. These procedures are the plans, steps, and/or requirements to implement the policies of the Illinois Community College Board.

The Illinois Community College Board in recent years has adopted several operating manuals for implementation by the public community colleges. These manuals provide specific procedures for a uniform accounting system, the unit cost study, the management information system, veterans scholarships, and master planning (resource allocation and management plan). These operating manuals to be utilized by the community colleges and Illinois Community College Board office are listed in Section IV of this Manual and are considered part of the procedures of the Illinois Community College Board.

The "Guidelines" of the Illinois Community College Board are listed in Section V of this Manual. These guidelines are merely recommended actions for the community colleges and are not mandatory. Each institution can determine whether or not a guideline is appropriate for the institution. The guidelines serve as expressions of the ICCB philosophy and viewpoints for the guidance of the system.

The Illinois Community College Board has adopted several position papers or statements, and these statements are included in Section VI of this Manual. They are similar to "guidelines" as they express the viewpoints of the Illinois Community College Board for the Illinois Public Community College System including the Illinois Community College Board, its staff in the Illinois Community College Board office, and the public community colleges of Illinois.

which lead to official recognition (and granting of state funds) by the Illinois Community College Board for such community colleges. "Standards" include the operating manuals on specific topics or subjects approved by the Illinois Community College Board.

11.70 Criteria

The tests of judgment utilized by the Illinois Community College Board and its staff to determine whether or not a community college has satisfactorily met the standards for official recognition (and granting of state funds by the Illinois Community College Board).

11.80 Administrative Definitions

11.81 Illinois Public Community College System--The community college agencies and institutions created by the State of Illinois as a result of the Public Community College Act including the Illinois Community College Board, the ICCB office, and the public community colleges of Illinois.

11.82 State Board--Illinois Community College Board.

11.83 Illinois Community College Office--The administrative office(s) of the Illinois Community College Board including its executive secretary and staff.

11.84 District--A community college district (covering an established geographical territory) as approved by the Illinois Community College Board legally authorized to maintain a community college(s) governed by a single board of trustees.

11.85 Community college--An institution of higher education (authorized by the Illinois Community College Board and governed by a board of trustees) offering a comprehensive community college program in accordance with the provisions of the Illinois Public Community College Act.

11.86 Campus--The site or grounds of a community college as approved by the Illinois Community College Board under the provisions of Section 102-3 and 103-12.2 of the Illinois Public Community College Act.

11.87 Branch--A subdivision of a community college located on a site separate from the main campus as approved by the Illinois Community College Board under the provisions of Section 102-3 and 103-12.2 of the Illinois Public Community College Act.

11.88 Attendance Center--A temporary administrative instructional unit of a community college located on a site separate from the main campus as approved by the Illinois Community College Board under the provisions of Section 102-3 of the Illinois Public Community College Act but not eligible for classification as a campus or branch and not eligible for an initial grant under Section 103-12.2 of the Illinois Public Community College Act.

SECTION I

DEFINITIONS (Items 11.00-11.91)

11.00 Definitions

The following terms are used as defined below unless the context obviously requires a different meaning.

11.10 Policy (See also Section II)

A requirement or general statement of principle adopted by the Illinois Community College Board to be followed by the public community college system of the State of Illinois for state recognition and funding, but not having legal effect of a state rule or regulation.

11.20 Procedure (See also Section III)

The plans, steps, and/or requirements to implement the policies of The Illinois Community College Board. Being implementative in character, a procedure shall be open to review periodically by ICCB staff with community college presidents and/or trustees. Procedures would presume adherence except for demonstrated cause as approved by the ICCB or its staff.

11.30 Operating Manual (See also Section IV)

A document identifying the specific policies and procedures of the Illinois Community College Board on a major topic or subject to be utilized and implemented by the community colleges and the ICCB office.

11.40 Guideline (See also Section V)

A statement or recommended action for guidance of local trustees and executive officers. Implementation of guidelines is recommended but not mandatory, as each district can determine whether or not a guideline is appropriate for the institution. A guideline serves as an expression of the philosophy and viewpoint of the Illinois Community College Board.

11.50 Position Paper or Statement (See also Section VI)

A statement of philosophy or viewpoint by the Illinois Community College Board for the guidance of the Illinois Public Community College System, similar to a guideline, but dealing with a major topic or subject.

11.60 Standard

A policy or procedure adopted by the Illinois Community College Board as required by the Illinois Public Community College Act for the creation/establishment and the operation of public community colleges

11.89 Extension Center--A temporary instructional unit of a community college separate from the main campus and not requiring a separate administrative organization approved by the local district board of trustees and requiring approval by the Illinois Community College Board only if located outside the district.

11.90 Other Definitions

11.91 Reasonable time--An adequate period of time for preparation during normal working days without undue inconvenience to the normal operation of the college.

SECTION II

POLICIES (Items 21.00-29.60)

21.00 Requirements for State Recognition

21.10 Compliance with Policies

Compliance with the policies listed below is required of all public community colleges in Illinois for continued recognition, in good standing, by the state.

21.20 State Board Management Information System Reports

21.21 To qualify for state recognition, each public community college campus in Illinois shall submit, within a reasonable time, management information system data as required by the Illinois Community College Board.

21.22 Management reports submitted by the college campus shall include information derived from:

(A) College utilization of staff

(B) College utilization of space

(C) Student utilization of programs

(D) Community utilization of the institution

(E) Costs

(F) Other data items as requested by the State Board

21.23 Each public community college shall comply with the Illinois Community College Board's current management information system manual.

21.30 Campus Master Plans

21.31 To qualify for state recognition, each public community college campus in Illinois shall submit in a reasonable time and gain approval of a current comprehensive educational and physical plant master plan as required by the Illinois Community College Board.

21.32 Master plans shall include campus information derived from:

(A) College analyses of its geographic area and people to to be served

(B) College analyses of educational needs of its clientele

(C) College plans for adding new programs and dropping old ones in the light of educational needs

(D) College enrollment and financial projections for program offerings

(E) College projections of space needs

(F) Other items of information as defined by the State Board

21.33 Each public community college shall comply with the current Community College Board's master planning manual. (RAMP/CC).

21.40 Illinois Community College Board Policies and Procedures

21.41 To qualify for state recognition, each public community college campus in Illinois shall adhere to the policies and procedures established by the Illinois Community College Board.

21.42 A determination of campus compliance with ICCB policies and procedures shall be made through on-site fiscal and program audits by the State Board and other appropriate groups as designated by the Board.

21.43 The staff of the Illinois Community College Board will notify the chief executive office of each district and the chief administrative officer of each campus a reasonable time in advance of an on-site audit.

21.44 Upon completing the analysis of each college, the Illinois Community College Board will provide the institution with a listing of recommendations.

21.50 Regional Accreditation and State Recognition Visits

21.51 Each public community college may, and is encouraged to, seek and continuously maintain full membership in the North Central Association of Colleges and Secondary Schools Commission on Institutions of Higher Education for regional accreditation. The Illinois Community College Board may take into consideration the reports of the North Central Association of Community and Secondary Schools in determining the state recognition of the college.

21.52 Local community college boards may request a state recognition visit by the Illinois Community College Board.

21.60 Recognition Certificates

21.61 Beginning September 1, 1974, the Illinois Community College Board will issue recognition certificates to all public community colleges in Illinois which, in the judgment of the State Board, clearly meet the rules enumerated herein.

21.70 Status of Recognition

21.71 Failure of an Illinois public community college to submit in reasonable time the recognition program management information systems data, master planning information or other documents required by the Illinois Community College Board may result in the State Board's placing the college on probation following proper notification of the chief officers of the district and/or provision of time for the officers to respond.

21.72 While the recognition status of a campus is in probation, the Illinois Community College Board shall also suspend all state funding to the college. However, funds withheld may be restored when deficiencies are corrected.

21.73 If recognition of a campus is fully withdrawn after a specified time of probation to correct deficiencies, the State Board will deduct the student credit hour production prorated for the period of withdrawn recognition and commensurate state funding accrued during the period of withdrawn recognition from the final apprctionment claim by the campus.

21.74 A college may avoid probation or withdrawal of recognition by arranging with the Illinois Community College Board office in advance of a given report deadline date for the late submission of recognition program information. However, only emergency circumstances will be considered by the Board as sufficient reason for extending a reporting deadline date.

22.00 Administration

22.10 Roles of the Local Board and Administration

22.11 The Local Board of Trustees of a community college district performs the functions and assumes the responsibilities authorized in the Illinois Public Community College Act and the Rules of the State Board. The board of a community college district serves as a policy-making agency for the college district. The board delegates the administration of the educational program and business affairs of the district to the administrative personnel who are employed for those purposes.

22.12 The delineation of roles of the board and of the administrative staff shall be stated in a document(s) containing board policies.

22.13 The administration of the community college district shall be the responsibility of the chief executive officer and shall be in accordance with policies of the district community college board. The chief executive officer shall recommend to the board other positions which are deemed appropriate for the size, organization, and educational program of the college. The organization of the administrative staff and faculty shall be appropriate for a comprehensive community college. The chief executive officer or his delegated assistant shall make recommendations regarding the employment of all personnel.

22.20 College Documents

22.21 Each community college district shall maintain the following documents:

(A) District community college board policies

(B) Faculty and/or administrative handbook or copy of rules pertaining to faculty and administrative staff

(C) Organizational chart

(D) College catalog

(E) Student handbook or copy of rules pertaining to students

22.30 Relationships to the Community

22.31 A local community college operated by a community college district should respond to the educational needs of the citizens of the community. Efforts should be made by the college to identify its programs and services with the needs of the community. As one means of determining needs, the organization of advisory committees is encouraged.

22.32 Community colleges should develop with underlying school districts relationships that lead to an understanding of the role of a comprehensive community college.

22.33 Illinois public community colleges are encouraged to foster the concept of the "collegiate common market" through the orderly sharing among districts of such learning opportunities and services as well as through an orderly sharing of resources available for delivering them to the citizens of Illinois.

22.40 Operation of Off-Campus and Extension Centers by Community Colleges

22.41 The operation of off-campus and extension centers by public community college districts is encouraged. Cooperation with governmental agencies, business and industry, and other groups by offering lifelong learning opportunities and services is also encouraged.

22.42 The decision to offer instruction and/or public service activities at off-campus centers within a community college district rests solely with the local community college board.

22.43 A community college may provide instructional or public service activities at an extension center within the borders of another community college district only when formal agreement between the two community college boards affected shall be reached prior to the opening of the extension center.

22.44 Public community colleges which desire to provide instructional and/or public service activities at an extension center in non-community college territory in the state and out of the state shall make formal application to the State Board for permission to do so and shall report annually on the work conducted at such centers.

22.45 Public service activities approved for offering outside the district shall be eligible for reimbursement under Public Service guidelines, but shall not be eligible for chargeback or space allocations.

22.46 A Review Committee shall be established by the Illinois Community College Board to advise the State Board staff and to hear appeals on the approval process for new general studies and public service offerings.

22.50 Academic Calendar

Each public community college in Illinois shall adopt for students an academic calendar consisting of a minimum of 150 days of instruction each year, excluding days allowed for registration, testing, or orientation and excluding the summer session.

22.60 Requests to Illinois Community College Board for Legal Opinions

Before submitting any requests to the Illinois Community College Board legal counsel for legal opinions, local community college officials shall first submit such requests for legal opinions to their local board attorney, and then, if necessary, to the Illinois Community College Trustees Association for a statewide opinion. Requests for legal opinions from the Illinois Community College Board shall be submitted only if there are statewide implications and only after such requests have first been submitted to the local board attorney and to the Illinois Community College Trustees Association. All such requests to the Illinois Community College Board shall then be submitted to the Illinois Community College Board Executive Secretary, who would forward the request to the Illinois Community College Board legal counsel. Such requests shall include the legal opinions from the local board attorney and the Illinois Community College Trustees Association.

22.70 Illinois Community College Board Advisory Groups

The following organizations are recognized by the Illinois Community College Board as official advisory groups to the Board:

(A) Illinois Community College Trustees Association.

(B) Illinois Council of Public Community College Presidents.

(C) Illinois Community College Faculty Association.

(D) Organization of Community College Students.

23.00 Instructional Offerings

23.10 Comprehensive Instructional Offerings

Illinois public community colleges are required to provide comprehensive offerings in accordance with the Public Community College Act, including the following instructional programs:

23.11 Baccalaureate-Oriented: Liberal arts and sciences and general education curricula shall be designed to qualify the student for transfer from the community college to a state college or university offering the baccalaureate degree. Such curricula shall include the liberal arts and sciences, and preprofessional and general education courses commonly offered during the first two years at four-year institutions. Students allowed entry in such curricula must have ability and competence similar to that possessed by students admitted to Illinois public universities. Entry level competency to college transfer programs may be achieved through successful completion of other preparatory courses offered by the college.

A. The college shall provide its students with broad offering of curricula which will allow transfer at the junior class level in the senior college or university.

B. The college shall make a continual effort to ensure articulation between its curricula and the curricula of other colleges and universities, and shall follow-up transfer students which, along with other factors, can be used to evaluate the effectiveness of the baccalaureate-oriented curricula.

C. For those community colleges that choose not to categorize their baccalaureate-oriented offerings into programs but that choose instead to develop a single baccalaureate-oriented curriculum, special reporting procedures shall be in effect.

23.12 Occupational-Oriented: occupational, technical, vocational, and career curricula shall be designed to provide students with planned, coordinated, comprehensive experiences with the following goals.

A. Occupationally-oriented curricula shall conform to the following definition:

(1) The program provides training for a specific occupational area which would lead directly to employment, including job training, retraining, and updating of skills, in that particular occupation upon completion of the program.

(2) The courses (learning experiences) are developed as part of the total program with the specific recommendation of an advisory committee composed of persons associated in that occupational area.

(3) The courses are intended to provide skills and knowledge which are appropriate in meeting the competencies of the occupation.

B. The college shall offer curricula that lead to entry level jobs in a particular field of specialization and curricula that encourage continuing education while one is productively employed.

C. Particular attention shall be given to the development of occupation-oriented curricula which serve the purposes set forth in the Public Community College Act. A minimum of 15 percent of the courses in the community colleges must be in the occupational area, one-half of which courses to be in fields other than business education areas.

D. Curriculum development in this area shall consider educational needs and employment opportunities both within and outside the community college district.

E. Curricula shall vary in length and in rigor so that a wide variety of programs meeting a wide variety of interests and abilities will be available, including, but not limited to short-term certificate curriculums and two-year associate degree curriculums.

F. Advisory committees are encouraged for use in planning occupation-oriented curricula.

G. Work experience components should be encouraged in all programs both as realistic experience in a student's major as well as for attitudinal development and exploratory experience for undecided students.

23.13 General Studies: general studies are herein identified as (1) preparatory or developmental curricula offered by the comprehensive community college to help prepare individuals for admission to occupation-oriented curricula, baccalaureate-oriented curricula, or (2) general education to be taken by the student for its intrinsic value, and may lead to a degree or certificate in either of the above areas.

A. Certificate programs in the following general studies areas may be approved upon request. These certificate programs are authorized to include credit courses only and may be of any length as requested by the college:

Developmental, Preparatory, or Basic Skills
Personal Development
Intellectual and Cultural
Improving Family Circulstances
Homemaking
Health, Safety, and Environment
Community and Civic Development
Development and/or Review of Vocational Skills

B. Apportionment for General Studies offerings shall be reported in the format established by the Illinois Community College Board.

C. Courses designated by the college as Developmental and/or Review of Occupational Skills under general studies shall not be eligible for additional vocational funding nor be included statistically as vocational offerings in reporting to the State Board.

D. The scope of the general studies program should be broad enough to provide educational opportunities for low ability students and/or for those who are educationally disadvantaged.

E. The general studies program should be organized in such manner as to allow mobility for students who prove their capabilities.

F. The general studies program should provide a student with the skills and abilities which improve his prospects for success either within or outside the academic world.

G. All general studies courses submitted for apportionment funding shall follow the policies listed under Section 27.31.

23.20 Curriculum Development

23.21 Organized curricula in degree programs shall include general education courses within either baccalaureate or occupational-oriented curricula designed to contribute to the liberal education of each student. The number and content of said courses may vary according to the curriculum in which the student is enrolled.

23.22 All courses and curricula in the credit instructional programs shall lead to an associate degree or certificate.

23.23 Non-credit courses that meet Illinois Community College Board guidelines for state reimbursement may be converted to credit courses upon application by the college.

23.24 No state apportionment funds shall be provided for any course for which the district receives 50% or more of federal financing or financing from state sources other than through the Illinois Community College Board, or both.

23.25 Each community college shall have a formalized policy relating to institutional curriculum development.

23.30 Instructional Program, Curriculum, and Course Approval

23.31 The Illinois Community College Board reaffirms its approval of all curricula and courses offered to students in public community colleges prior to May 1, 1968, subject to the policies on upper division courses stated in Section 23.40 below.

23.32 All new associate degree and certificate programs, including those consisting entirely of courses previously approved, shall be submitted to the Illinois Community College Board for approval.

23.33 Courses may be transferred from one curriculum area to another by following approved procedures.

23.34 Every instructional activity shall be part of an approved unit.

23.35 Any new division, institute, department, or similar instructional administrative unit shall be approved as a new unit of instruction by the Illinois Community College Board. However, purely administrative or organizational changes which are not directly related to units of instruction need not be submitted for approval to the Illinois Community College Board and the Board need not be notified before any such changes are effected.

23.36 Any approval of new units of instruction shall be for a specific campus only. Transfer of that unit to, or duplication of that unit on, other campuses constitutes a new unit requiring approval by the Illinois Community College Board, except that in a multi-campus district up to nine hours of a program approved at one campus or college may be offered at any other campus or college at the option of the District Board.

23.37 Approved units of instruction which are subsequently withdrawn by a college may be reinstated by Illinois Community College Board staff action when such reinstatements: (1) do not interfere with statewide or regional planning considerations; (2) do not involve excessive costs; (3) do not necessitate the construction of new facilities; and (4) when requests for unit reinstatements contain supportive data on employment opportunities and potential enrollments.

23.40 Prohibition on Offering of Upper Division Courses

23.41 Any course applicable to a lower division program or a part of any approved community college curriculum may be offered by a community college, but courses primarily designed for upper division programs in a major field or supportive field of study may not be offered by a community college.

23.42 A community college may offer any course that is offered by a university regardless of numbering system if a university permits the majority of its native students to take the course as a lower division (freshman or sophomore) student.

23.43 If the majority of public universities in Illinois agree, or if a public university to which a substantial number of the students of a local community college transfer agrees, that it would be appropriate for certain special courses normally taught at the upper division level to be offered in public community colleges, such courses could be offered by a local community college and be eligible for state funding.

23.50 Cooperative Instructional Programs

The public community college is an upward extension of educational opportunity in the local district as well as part of a state system of higher education. In filling these two roles, cooperation and articulation in curricular program development with local public school districts and with senior colleges and universities is encouraged.

23.51 Community colleges may offer instructional programs in cooperation with other community colleges in the State of Illinois. The Illinois Community College Board encourages the development of cooperative agreements between the public community colleges in the State of Illinois to provide better services to students and more efficient use of college resources. The following policies apply to such cooperative agreements:

A. The college offering the course in an approved cooperative program shall claim all state funding for flat rate apportionment grants and for supplemental vocational-technical grants as available. However, the college providing the local tax support for the student in cooperative programs shall claim the equalization funding.

B. The college teaching courses in the cooperative program shall claim that enrollment in any of the community college construction formulas.

C. The community colleges involved in the cooperative agreement shall establish their own arrangements as to which institution shall be responsible for the following:

(1) Student tuition and fees

(2) Home college for claiming state scholarship funds

(3) Institution responsible for admissions, transcripts and other permanent student records, and for awarding degrees and certificates.

(4) Home college for student activities and eligibility for intercollegiate athletics.

23.52 Illinois Public community colleges may provide community college education programs and services for people in their districts through cooperative contractual agreements with institutions of higher education or other organizations, agencies, and individuals in neighboring states in accordance with policies in Policy 23.51.

23.53 All interstate cooperative agreements involving Illinois public community colleges shall be governed by the following rules:

A. State funding policies and procedures that are currently in use between Illinois community colleges, private colleges and proprietary schools are to be followed by public community colleges when operating interstate cooperative agreements. In all such agreements, Illinois public community colleges are responsible for claiming, receiving, and accounting for State funding for Illinois residents.

B. Students who are Illinois residents and who are enrolled in Illinois community colleges which are engaged in interstate cooperative agreements will be eligible for Veterans' Scholarships and scholarships from the Illinois State Scholarship Commission.

C. In interstate cooperative agreements where no previous units of instruction or public service have been approved at the Illinois public community college for the particular programs and/or services involved in the agreement, the Illinois community college must gain approval of the Illinois Community College Board and the Illinois Board of Higher Education for all new units and these will be reviewed in consideration of the terms of the cooperative agreement. Approval by both state boards for units of instruction and public service must be given before the interstate cooperative agreement is implemented.

D. All interstate cooperative agreements involving Illinois public community colleges must be reviewed by the ICCB staff and presented to the Illinois Community College Board, identifying that these agreements meet all existing ICCB guidelines. In addition, it is recognized that review by the Illinois Board of Higher Education or its staff would be necessary before the cooperative contractual agreement goes into effect.

23.54 Cooperative or contractual agreements entered into by a local board of trustees for educational programs or services within its district for previously approved units of instruction, research, or public services do not require prior approval by the Illinois Community College Board, but shall be on file at the local college campus for any Illinois Community College Board audit or recognition visit.

Any cooperative or contractual agreement for out-of-district or out-of-state programs and services, along with any cooperative or contractual agreement for any new unit of instruction, research, or public services shall be submitted to the Illinois Community College Board for its review and approval.

23.60 Special Curriculum Policies

23.61 Constitutional Examination

Public community college students may meet the requirements regarding the Constitution Examination in the State of Illinois School Code in any one of the following three ways:

(A) The student may successfully pass an appropriate constitutional examination at the public community college.

(B) The student may successfully complete with a passing grade a specified course that includes the materials related to the Constitution and other items as specified in the State of Illinois School Code, Section 27-3.

(C) The community college may accept evidence that the student has met the constitutional examination requirement in his high school in Illinois as long as the meeting of the requirement is clearly identified on the high school transcript. This would also be applicable to the Illinois High School Equivalency Testing Program when that certificate indicates that the constitution examination has been passed satisfactorily. Such evidence authorizes the community college to make a similar notation on the community college transcript.

23.62 Non-Traditional Study

The Illinois Community College Board encourages Illinois community colleges to participate in the following: College Level Examination Program, Service Credit for Health and Physical Education, Armed Forces Study, Transfer of credits earned at other institutions, Proficiency Examinations, Advanced Placement Programs, and other methods of program acceleration.

23.63 College Level Examination Program

A. The Illinois Community College Board encourages public community colleges to utilize the College Level Examination Program (CLEP) so that students may use this non-classroom means of obtaining credit. The Illinois Community College Board encourages public community colleges to use the CLEP Subject Area Examinations and to use the CLEP General Examination for advanced placement and/or credit purposes.

B. Any fees and/or tuition charged for CLEP examinations shall be eligible for Veterans' Scholarships.

C.. No apportionment funding will be provided for such credit by examination.

23.64 Physical Education--If one or more of the public senior colleges and universities in Illinois permit voluntary physical education courses to count as part of the minimum baccalaureate degree at the same value as other courses, public community colleges are advised to follow similar procedures in permitting physical education courses to count as part of the general education requirements.

23.65 Community College Participation in Manpower Training Programs

A. The Illinois Community College Board encourages public community colleges across the state to cooperate with the Governor's Advisory Council on Manpower and its network of agencies in the implementation of the new Federal Comprehensive Education and Training Act (CETA '73).

B. The ICCB staff is authorized to assist the State Manpower Office as assigned in the implementation of CETA '73.

C. The ICCB staff should work with the community colleges to provide Local Prime Sponsor manpower regional planners with information about college manpower and manpower related programs which are critical to effective manpower development efforts under the CETA '73 law.

23.66 Associate in Liberal Studies Degree

(a) There is a need in the community colleges for an associate degree that is not primarily baccalaureate oriented (AAS). This new type of degree covers the areas sometimes referred to as liberal studies, general studies, general education, and adult-continuing education. These courses may be taken for specific purposes or for their intrinsic value.

(b) The Associate in Liberal Studies Degree may include any associate degree level courses in the area of baccalaureate-oriented, occupational, or general studies, but would not include any developmental or remedial course and is not designed for transfer.

(i) There may be students in the Associate in Liberal Studies Degree program who may need developmental and/or preparatory courses as prerequisites to future study.

(ii) Developmental and/or remedial courses may be counted in certificate programs.

(c) The Associate in Liberal Studies Degree might be accepted in all or in part at a senior college or university towards completion of the requirements for a baccalaureate degree, at the discretion of the senior college or university. The Associate in Liberal Studies Degree would not automatically be transferable to the senior college or university without review by the senior college or university.

(d) As part of the degree approval process, each college will identify its plan for developint an individualized program for the student when the student is admitted to this degree program subject to general guidelines.

23.67 Criteria for Illinois Public Community Colleges Contracting for Units of Instruction with Proprietary Schools.

Illinois public community colleges contracting for units of instruction with proprietary schools shall:

(A) be reviewed and evaluated upon the same approval criteria utilized in new program review;

(B) require the governing board of a community college certify to Illinois Community College Board that the following items are included within the contract.

(1) Administrative responsibility for the program be with the community college;

(2) Provisions for program supervision including on-site visits;

(3) Admission policies consistent with the approved college policies;

(4) Procedures for the maintenance of records for transcripts;

(5) Statement on student tuition, fees, and other charges;

(6) Number of credit hours required and criteria for course completion within the program should be consistent with Illinois Community College Board policies and guidelines;

(7) Student withdrawal policy consistent with approved college policy;

(8) Maintenance of liability insurance;

(9) Establish responsibility for faculty employment and evaluation;

(10) Availability of student auxiliary services;

(11) Consistency with policies, rules, and regulations of other state approval agencies;

(12) Establishment and utilization of a representative advisory committee;

(13) Provision for follow-up studies consistent with college practices;

(14) Annual program and contract review;

(15) Identify that the proprietary schools meet statutory requirements and are approved by appropriate State of Illinois agencies and boards.

(C) colleges no longer contracting for services on the specific program must reapply for the program through normal procedures if they desire to offer the program.

23.70 Articulation

The general education requirements completed at one community college or senior institution should be accepted for comparable general education requirements of a transfer student by the receiving community college and/or senior college.

24.00 Public Service Programs

24.10 Comprehensive Offerings (Public Services)

Public community colleges may offer a comprehensive program of public service activities as defined below:

24.11 Community Education includes those non-credit activities under public service which are instructional in nature, have been established to provide an educational service to the public, and are not part of degree-credit or certificate-credit programs. Community education includes non-credit classes, short courses, workshops and seminars organized in a classroom format.

24.12 Community Services include such community outreach activities as consulting, analyzing community needs, counseling, referral, and related services which are community improvement oriented--as opposed to hobby, leisure, recreation or PR oriented--and which ordinarily support the non-credit community education activities and/or the instructional programs of the community college.

24.20 Public Service Program Approval

24.21 All public service activities conducted by Illinois public community colleges shall be part of a unit of public service approved by the Illinois Community College Board.

24.22 Any new public service activity that involves an annual operating expenditure from whatever sources in excess of $250,000 or an annual operating expenditure from state appropriations in excess of $50,000 shall be brought before the Illinois Community College Board for approval as a new unit of public service; reasonable and moderate extensions of existing units of public service are approved by the Illinois Community College Board staff in accordance with established procedures.

25.00 Learning Resources

25.10 Holdings and Services

25.11 The public community college shall maintain a library (learning resource center) with a carefully selected collection of reference works and other learning resources to meet the specific needs of its curriculum and students. This collection shall be kept up-to-date through a planned program of acquisition and deletion.

25.12 Community colleges may, and are encouraged to, participate in interagency cooperative activities for sharing and/or implementing resources and services.

26.00 Student Services

26.10 Administration

Student personnel work shall be organized and coordinated by appropriate staff.

26.20 Counseling

The college shall have a well-planned and organized program of counseling. The admissions process shall include counseling and distributing "the students among its programs according to their interests and abilities." The basic tools of the counseling process include prior records and the results of one or more entrance and/or placement tests. It should be clear, however, that achievement tests results may be used for counseling and class placement purposes only and not to determine whether or not the student is admissible as a student.

26.30 Admissions

26.31 The admission policy of the public community colleges in Illinois must conform to Section 103-17 of the Illinois Public Community College Act.

26.32 The public community college in Illinois may admit all students of post high school age to programs in which their interests and abilities would indicate probable success.

26.33 The Illinois Community College Board encourages community colleges to provide educational services for 16 and 17 year olds who have left high school and to provide special programs for high school students that cannot or are not being provided in their high school. The Illinois Community College Board encourages community college boards of trustees and high school boards of education to continue to cooperate in providing educational services and to jointly adopt policies and procedures to implement such cooperative agreements. The following procedures will apply to such cooperative programs for 16 and 17 year olds:

A. Any student who is 16 or 17 years of age and has severed his connection with a school system, as certified in writing by the chief executive officer of his high school district in which the student has legal residence, is eligible to attend an Illinois public community college in accordance with policies of the community college board of trustees and have his attendance count the same as other students relative to state funding for both operating and capital purposes.

B. A community college may, with prior joint approval of the chief executive officer of the community college district and the high school district, accept students currently enrolled in a high school program in a community college course taught by the community college. If the credits from the community college course are not counted toward high school graduation, the credit earned would be eligible for state funding. If the credit(s) from the community college course is counted toward high school graduation, the community college will not claim state funding from the Illinois Community College Board.

C. If a high school(s) enter into a contractual arrangement with a community college to have advance or specialized high school level courses in either the academic or vocational fields made available by the community college, the community college may offer such courses. The community college must charge the high school district at the per capita cost of operating the community college, or for an amount as determined by contractual agreement between the community college district and the student's high school district. The community college may not obtain any state funding for operating or capita costs for such high school students from the Illinois Community College Board.

26.34 The following policies on admissions criteria relating to the approval and/or the operation of units of instruction shall apply to Illinois Public Community Colleges:

A. The Illinois public community college receiving approval of a new unit of instruction will be expected to maintain the administrative responsibility for these units. Included in these administrative responsibilities shall be the (1) requests for state funding for the instructional offerings; (2) review and acceptance of faculty members; (3) review and acceptance of all instructional content and materials; (4) maintenance of necessary and required record keeping including student transcripts, fiscal records, and other information necessary for auditing purposes; and (5) need to meet state and locally approved instructional policies and procedures.

B. Enrollments in state funded instructional offerings shall not be limited to a preselection process by members of any non-college business, profession, group, organization and/or association.

C. While community college officials are encouraged to participate with selection committees for the purpose of screening candidates for potential membership to the group or organization, in no way shall this process serve as the basis for enrollment in the offered courses of an approved unit of instruction.

D. While course enrollments may not be limited to those individuals who are members or who are affiliated with any one organization, group, and/or fraternity for instructional reasons, the nature of the instructional unit may make it desirable to offer specific sections for students with certain backgrounds, experience and future aspirations.

E. Continuing entrollment in all instructional offerings shall be based upon State Board or local college policies including but not limited to attendance, scholastic, and other academic practices. The discontinuance or membership in any fraternity, group, organization, and/or association shall not serve as the basis for termination of continued class participation and/or enrollment.

F. While it is recognized that certain organizations, groups, fraternities, and associations do have standards which must be met to become employed in a particular field, such standards are not applicable to the continuing participation of students in courses receiving state funding at Illinois public community colleges.

G. In fairness to students, the local community college has the responsibility to indicate to students that membership, recognition licensure and/or certification may be necessary for employment and, if these criteria are not met, the opportunities to gain such employment will thus be limited.

H. Community colleges which participate in apprentice programs coordinated by the Bureau of Apprenticeship Training, U.S. Department of Labor and/or other programs related to business, industrial or trade groups or organizations must show evidence that federal, state, and local governmental rules, regulations, and guidelines have been met.

26.40 Financial Aids Program

The college shall provide for the administrative of a student financial aids program and shall follow the policies and procedures for the administration of the Illinois veterans' scholarship in accordance with the Policies and Procedures for Illinois Veterans' Scholarships for Public Community Colleges, published by the State Board.

26.50 Placement

The college shall provide a placement service for its students. This placement service shall include a clearinghouse for information concerning vocational opportunities for employment-oriented students and programs offered by the four-year or upper-level institutions for transfer students.

26.60 Maintenance of Student Records

The college shall maintain permanent academic records for each student. All permanent academic and personnel records and health, activity, and other student records shall be filed systematically and be protected against loss or alteration.

26.70 Special Grants for Disadvantaged Student Projects

Public Community Colleges may develop disadvantaged student programs which shall be designed to foster and increase the commitment on the part of the public community colleges in Illinois to aid the disadvantaged student.

26.80 Student Awards

The granting of student achievement awards is the prerogative of the local community college district.

27.00 Finance

An adequate financial structure is a necessary condition, even if not a guarantee, for the development and maintenance of quality educational programs in comprehensive community colleges. Thus, the college shall have an income: (1) adequate for the operation of a comprehensive program, (2) sufficient to maintain adequate salary schedules, and (3) capable of financing all other necessary activities and services.

27.01 Financial Planning for both current and future operation of the college shall provide for both a sound educational program and prudent use of public funds.

27.02 Business and accounting practices shall be efficient and should provide complete and accurate financial records. Preparation shall be made for full use of the Uniform Accounting Manual.

27.03 Current records shall be maintained in such a fashion as to be easily audited in accordance with Section 103-22.1 of the Public Community College Act as amended.

27.10 Federal Funding

Colleges may, and are encouraged to, seek federal funding to supplement state and local sources of revenue.

27.20 State Funding Administered by the State Board

27.21 Flat Rate Grant Apportionment Funding

A. Any public community college district which maintains a community college recognized by the State Board shall be entitled to claim an apportionment set by the General Assembly for each semester hour or equivalent in a course carried by a student through each mid-term by each student in attendance who is a resident of Illinois. Attendance at the mid-term shall be verified by an audit of student enrollments in accordanced with Section 103-22.1 of the Illinois Public Community College Act, as amended.

B. No state apportionment funds shall be provided for any course which the district receives 50% or more of Federal financing or financing from state sources other than through the ICCB or both.

C. Claims for reimbursement shall be submitted not later than 30 days following the mid-term of each semester, quarter, or term.

D. All courses claimed for state apportionment funding shall be a part of the regular instructional program of the college.

E. Only courses regularly accepted for graduation or certification upon approval of the State Board may be claimed for state apportionment funding. Such courses are normally expected to apply to an associate degree, certificate, or certificate of completion program.

F. All courses claimed for state apportionment funding shall be a part of units of instruction which have been duly approved by both the ICCB and the IBHE, or the courses must be authorized extensions of existing units of instruction as approved by the ICCB staff.

G. All courses claimed for state apportionment funding shall have a course outline developed by the faculty which is kept on file in the appropriate office of the college for review by any student or citizen.

H. All courses claimed for state apportionment funding shall have some clearly identified and written specific objectives.

I. All courses claimed for state apportionment funding shall have a method of evaluating student performance.

J. All courses claimed for state apportionment funding shall be recorded on the transcripts of those students included in the claim.

K. All courses claimed for state apportionment funding shall follow regular academic regulations of the college including compliance with the college's published policy regarding the repeating of courses, admission policies, curriculum development procedures, determination of course credits, and other academic procedures of the institution. Students and participants may not repeat classes for state funding unless they do not complete the instructional course.

L. All courses claimed for state apportionment funding shall be courses offered for credit (applicable to an associate degree or certificate) in accordance with established policies of the college for awarding credit. No state flat-rate grant apportionment funding will be provided for non-credit programs.

M. All courses claimed for state apportionment funding shall follow the regular college policies on student tuition. Approved courses in general studies qualify for chargeback as all other instructional courses.

N. All courses claimed for state apportionment funding shall follow the regular college grading system(s).

O. All courses claimed for state apportionment funding shall be included in the regular college instructional budget with support from local tax funds in accordance with the provisions of the Uniform Accounting Manual.

P. All courses or activities which are designed or used by the college as hobby, leisure-time, or recreational offerings shall be considered a part of the public service (community service) program and not a part of the regular instructional program of the junior college nor eligible for state apportionment funding in Section 102-16 of the Public Community College Act.

Q. State Funding of Physical Education Courses

1. Community Colleges shall continue to receive regular apportionment funds for voluntary or elective physical education courses.

2. Community colleges shall continue to receive regular apportionment funds for required courses for majors and minors in physical education, recreation leadership and related programs.

3. Community colleges shall continue to receive regular apportionment funds for required physical education courses in teacher education programs as required by the State Teachers Certification Board.

4. No state funds shall be provided for physical education courses that are required for purposes other than stated above.

27.22 Supplemental Occupational Vocational-Technical Grant Apportionment Funding

A. Offerings which are non-business and clearly occupational in nature may be classified as occupational provided that such offerings are clearly extensions of existing occupation-oriented curricula.

B. Offerings which qualify under the rule above shall be eligible for supplemental vocational funding and for inclusion as vocational enrollments with respect to minimum legal requirements for occupational offerings, enrollment projections for master planning, cost studies, and space projections.

C. To qualify for supplemental Occupational-Technical grants:

(1) A course shall be a part of a reasonable and moderate extension of a career (occupational-vocational-technical) program approved by the Illinois Community College Board.

(2) The course shall be identified as a career course in the Community College Unit Cost Study.

(3) The course shall be a non-business course and identified in the United States Office of Education HEGIS coding numbers of 5006-5075 and those of 5100 or greater.

(4) The course shall meet the No. 1 level classification (occupational training) of the Illinois Division of Vocational and Technical Education. (The No. 1 level classification of occupational training is assigned and approved by the Illinois Division of Vocational and Technical Education in the One and Five Year Plan for Vocational and Technical Education prepared by the community college.)

27.23 Equalization Grant Apportionment Funding

A district shall be eligible for special assistance and/or equalization funding as provided in the annual or special appropriations enactment of the State Legislature.

27.24 Overpayment of Apportionment Claims

When apportionment claims paid to colleges exceed those for which colleges are eligible, such overpayment shall be

(A) deducted from subsequent apportionment claims if additional claims are to be paid during the current fiscal year, or

(B) returned to the State General Fund if the overpayment is returned to the Illinois Community College Board too late to be deducted from any claims to be paid within the current fiscal year.

27.25 State Funding of Non-Credit Community Education Classes

A. Community education activities as defined in Rule 24.11 shall be funded through pre-allocation formulas and exemplary project grants.

B. Formula pre-allocations shall be held in escrow (reserve) until August 15 each year, by which time the college must have submitted, and gained Illinois Community College Board approval of, an annual report of the previous year's activities and a plan for activities during the current year. Exemplary grants shall be added to the escrows by the Illinois Community College Board based on the merits of program plans.

C. The first year the college receives a Public Service grant involving community education activities, the State Board, by agreement with the local board, shall specify the activities to be conducted and the detailed budget of various revenues and expenditures. In subsequent years, the Annual Report and Plan, along with a budget document shall be used as a supplement to the basic agreement. The Letter of Agreement or Annual Supplement shall be negotiated each year prior to the release of Public Service grant funds to the college.

D. The college shall maintain as an audit trail, a listing of names, addresses and social security numbers of all participants claimed for state funding in each community education activity.

E. Community education classes may be self-supporting and may or may not have local tax funding support as determined by the local Board of Trustees.

F. Special fees of charges may be levied for participants in community education activities and such special fees or charges may or may not be similar to tuition charged for students for credit courses in instructional programs.

G. Participants shall not repeat community education classes for state funding unless they did not complete the activity originally.

H. No state funding for community education classes shall be provided for hobby, leisure-time, or recreational activities.

27.26 State Funding of Community Services Activities

A. Community service activities as defined in Policy 24.12 may be pre-allocation formulas and exemplary project grants.

B. Formula pre-allocation shall be held in escrow (reserve) until December 1 each year, by which time the college must have submitted, and gained State Board approval of, an annual report of the previous year's activities and a plan for activities during the current year. Exemplary grants shall be added to the escrows by the State Board based on the merits of program plans.

C. The first year the college receives a Community Public Service grant involving community service activities, the Illinois Community College Board by agreement with the local Board which specifies the activities to be conducted and the detailed budget of various revenues and expenditures. In subsequent years, the Annual Report and Plan, along with a budget document, shall be used as a supplement to the basic agreement. The Letter of Agreement or Annual Supplement are negotiated each year prior to the release of Community Service Public grant funds to the college.

D. The college shall maintain as an audit trail, a listing of names, addresses and social security numbers of all participants served with state funding in each community service activity.

E. Community service activity plans shall show a combined local matching effort from the college and other sources, at least equal to the total amount of the Public Service grant awarded during the year.

F. Community service activities shall be governed by the same rules as community education in Policies 27.25 (6) through (8), above.

27.27 State Funding for Disadvantaged Student Projects

A. Disadvantaged Student Projects shall be funded in part on the basis of preallocated formula grants held in escrow (reserve) and released to the colleges upon receipt of an acceptable evaluation of the previous year's projects and a State Board approved proposal or master plan for the new year's combined projects.

High need within this formula shall be based upon a total of the following numbers of people within a community college district who:

(1) Are unemployed.

(2) Have less than a $3,000 annual income.

(3) Have less than an eighth grade education.

(4) Receive ADC (Aid to Dependent Children) or ADCU public assistance payments.

(5) Are in the labor force.

B. Disadvantaged student projects shall be funded through special grants which are awarded on the merit of evaluations, proposals and plans submitted to the Illinois Community College Board, and on the basis of priority needs.

C. The college shall maintain as an audit trail a listing of names, addresses and social security numbers of all students served with state funding in each disadvantaged student project.

D. Disadvantaged student projects shall show a combined local matching effort from the college and other sources at least equal to the amount of the combined formula and special grant awarded. Items which may be included in the combined local matching effort are as follows:

(1) The expense of occupational skill training for target students in the disadvantaged student project.

(2) Matching resources of Area Vocational Schools.

(3) Transportation costs for students.

(4) Resources of cooperating common school Adult Basic Education programs.

(5) Costs of joint planning efforts for disadvantaged with public schools.

(6) Tuition reductions and waivers.

(7) Administrative costs of the project.

(8) Contributions to the project from other agencies, groups and individuals.

E. Before disadvantaged student grant funds shall be disbursed to the college, the local district Board and the State Board negotiate a Special Grant Letter of Agreement for the combined formula and special grant amount awarded, detailing the activities to be conducted for a specified length of time, and detailing the various proposed expenditures for the total effort.

27.28 Other State Funding Administered by the State Board

The following additional sources of revenue may be obtained by claim or application to the State Board in accordance with Procedure 39.60.

(A) Reimbursement for tuition and certain instructional fees of military veterans.

(B) Grants for instructional programs of community colleges in correctional institutions.

(C) Grants for start-up costs in new community college districts.

27.30 Local Funding

27.31 Resident Student Charges

Student tuition and fee charges shall be in accordance with Section 106-4 of the Illinois Public Community College Act.

27.32 Out-of-District Student Tuition ("chargeback").

In addition to the charges identified in Policy 27.31, "chargeback" costs are assessed common school districts or other community college districts of the students' residency in an amount equal to computed per capita costs minus state apportionment and student tuition. Colleges shall follow the procedures and form to calculate the out-of-district student tuition chargeback as listed in the Illinois Community College Board Uniform Accounting Manual.

27.40 Financial Records

27.41 Accurate records of all of the business of the college pertaining to actions of the Board, financial matters, legal proceedings, and other important activities shall be kept and protected in safe filing and storage facilities.

27.42 Section 103-22 of the Public Community College Act as amended, requires records substantiating claims for reimbursement shall be retained for three years.

27.43. Copies of pertinent financial records shall be filed with the Illinois Community College Board in accordance with Board policies and procedures.

27.50 Accounting

Each community college shall follow the current Uniform Accounting Manual approved by the Illinois Community College Board.

27.51 The community college districts are permitted to proceed with the use of the FY76 ICCB Uniform Accounting Manual developed by the UAM-UCS Task Force for local use during the 1975-76 year, but with the requirement that the colleges will submit additional data to the ICCB on the uniform budget reporting format for FY76.

27.60 Budget and Financial Statements

Each community college district shall adopt an annual budget and prepare financial statements in accordance with Section 103-20.1 of the Illinois Public Community College Act and the Illinois Community College Board Uniform Accounting Manual.

27.70 Purchasing

27.71 Each community college shall follow provisions in Section 103-27.1 of the Illinois Public Community College Act for all contracts for supplies, materials or work involving an expenditure in excess of $2,500 which shall be let to the lowest responsible bidder after due advertisement, except contracts which, by their nature, are not adapted to award by competitive bidding.

27.80 Audits

27.81 External Independent Audit

Each public community college Board shall cause an audit to be made annually by an accountant firm licensed to practice accounting in Illinois in accordance with Section 3-22.1 of the Public Community College Act. This audit shall be conducted according to generally accepted auditing standards and the regulations of the Illinois Community College Board as defined in the ICCB Uniform Accounting Manual.

27.82 Audits by the Illinois Community College Board

The staff of the ICCB either as a part of the recognition process or financial audit visits, shall conduct periodic audits of the colleges in the Public Community College System for the purpose of ascertaining the colleges' compliance with ICCB policies and procedures and the accuracy of financial and statistical data submitted to the ICCB.

28.00 Site and Construction

28.01 The Illinois Community College Board may apportion state funds to all community college districts which have need, are eligible for, and are capable of effectively using them by the end of the fiscal year in which a grant is made and state funds are appropriated. Effective use herein means completion of building plans and working drawings and the taking of bids not later than April or May following the end of the fiscal year.

28.02 The Illinois Community College Board shall set criteria and standards by which applications for state funds will be judged. The ICCB shall develop and apply certain priority criteria so that state funding for construction will be provided to all districts in an equitable manner.

28.03 The Illinois Community College Board shall work with the colleges on continuous planning for building needs in keeping with the principles outlined in the recommendations of the Master Plan for Higher Education published by the Board of Higher Education and contained in the Public Community College Act. The document for communicating to state agencies concerning building needs is the Resource Allocation and Management Plan for Community Colleges, also known as RAMP/CC. (See Publications/Operating Manuals in Section IV.)

28.04 The Illinois Community College Board will continue to support a state/federal and local sharing of approved construction project costs at the current 75-25 ratio. (See Section 105 of the Illinois Public Community College Act.)

28.10 In accordance with the provisions of the laws of the State of Illinois as contained in (a) the Illinois Public Community College Act and the Capital Development Board Act, and (b) the policies and procedures of the Illinois Community College Board, the Illinois Board of Higher Education, the Capital Development Board, and other pertinent agencies, state financing shall be authorized for:

A. Site Acquisition

B. Site development including

(1) Site clearance, grading and earth movement, drainage, construction of water, sewer, gas, electric service lines and other required utilities, construction of streets and walks, installation of grounds lighting, construction of parking areas, finish grading, seeding, landscaping, and other work normally required to make land usable as a building site.

(2) Normally, rock or blacktop surfacing shall be approved for parking areas. Concrete surfacing shall be approved for state financing where cost and soil conditions merit.

(3) Roads and streets shall be in accordance with specifications approved by the State Board. Such specifications will conform to those established by the State Department of Transportation for comparable roadways and streets.

(4) The number of parking spaces to be provided from state financing shall be in accordance with a formula approved by the State Board.

(5) Landscaping costs to be included in state financed site development shall be in accordance with specifications approved by the State Board.

(C) Buildings, additions, and/or structures

(1) Classrooms

(2) Libraries

(3) Science laboratories and related science facilities

(4) Occupational, technical and semi-technical laboratories, shops, and classrooms

(5) Fine and applied arts classrooms and laboratories

(6) Central utility facilities

(7) Administration and student personnel services facilities

(8) Physical education instruction facilities. Approved physical education facilities shall include those appropriate for the teaching of courses and physical education programs offered in various curricula. Space for spectator seating and seats to be included in state financing shall not exceed that normally allotted for student use. Colleges desiring to build spectator space and seating for use by the general public in sports events shall be required to provide for the financing of such space from sources other than state money. This rule shall apply to the general design and size of a gymnasium as well as floor space for seating. Colleges are encouraged to design gymnasiums for a high level of utilization as teaching stations.

(9) Student lounge areas appropriate to the needs of a commuter institution. Facilities for student services are necessary for community colleges. State funds may be used to the extent they are appropriate to a commuter college. They may include food services, lounge areas, study areas, facilities for student activities such as newspaper editing, student government, etc.

(10) State reimbursement shall also be provided at a 75-25 state-local financing ratio for approved interim and/or pre-engineered facilities with a life span of 20 or more years provided such square footage counts in the college's allocation. If no state funds are requested, the square footage should not be counted against the college's space allocation.

(11) Other justifiable structures.

(D) Approved design fees; e.g., architectural/engineering fees, soil testing, cost consultants, etc.

(E) Qualifying durable, movable equipment.

(F) Remodeling and rehabilitation.

(G) Planning. State appropriations for planning should precede state appropriations for construction of a project. However, the college may utilize local funds for planning on approved projects prior to state appropriations (if the project was previously approved by the ICCB and IBHE) for credit at a 75-25 ratio when conducted within CDB planning procedures.

(H) Utilities installation within a five-foot outside perimeter of buildings, additions, and/or structures.

(J) Cooperative Improvements.

28.20 Section 102-36 of the Illinois Public Community College Act authorizes the local community college Board of Trustees to acquire a site with approval of the State Board (ICCB). The college shall submit data for site acquisition in accordance with Procedure 38.40.

28.30 Submission of College Master Plans.

Each community college district desiring to participate in state financing of its building program shall submit its Master Plan for campus development to the State Board for approval by the State Board and the Board of Higher Education. State Board review of each application shall include a study of the specific building project in relation to the Master Plan. Significant changes in campus planning shall be approved by the State Board and the Board of Higher Education. Each college master plan shall be reviewed and approved by the local district board of trustees prior to acceptance by the Illinois Community College Board. The development of the College Master Plan should involve staff, faculty, students, and citizens.

Each community college should be given equal consideration in terms of completing its entire campus master plan (as revised by local officials and approved by the ICCB) in accordance with ICCB construction priorities identified in ICCB current "Policies and Procedures."

28.40 Submission of Capital Budget Requests

28.41 The Illinois Community College Board staff shall have the authority to approve

(A) Increase in project budgets previously approved by the Illinois Community College Board which amount to no more than 1½% of the previously approved project budget, and

(B) Construction change orders which may contribute to an increase of no more than 1½% in project budgets and/or which may cause undue construction delay

when in the judgment of the ICCB staff the time which would elapse before the next ICCB meeting would contribute to unnecessary delays of the project and/or increase the project cost.

Each community college district desiring state funds for any project or portion thereof, as categorized in Policy 28.10, shall submit a capital funding request to the State Board on forms provided for that purpose (currently RAMP/CC). Such funds must be approved by the State Board (ICCB) and the Illinois Board of Higher Education and included in the appropriation request of the Capital Development Board.

28.50 Locally-funded Community College Construction Projects

28.51 The ICCB shall review and approve completely locally-funded building projects except that the ICCB staff may process and approve projects if all of the following criteria are met:

(A) The facility is designed to last less than five years.

(B) If designed to last five or more years, the facility meets the following requirements:

(1) Was a part of the Master Plan approved by the ICCB.

(2) Was a part of the approved building application approved by the ICCB.

(3) Has no new implications for instructional or public service programs.

(4) Will not be submitted as a local credit on a future state-funded building project.

(C) The facility will cost less than $100,000.

28.52 The ICCB staff shall approve final construction budgets for locally-funded projects, after approval of the initial budgets by the ICCB and the Illinois Board of Higher Education and upon completion of final technical reviews by the Capital Development Board, when such projects do not exceed previously approved preliminary budget figures. If the final budgets exceed preliminary estimates previously approved by the ICCB or IBHE guidelines, such projects and budgets shall be returned to the ICCB for approval, unless they meet the exempt criteria stated above in Policy 28.51.

28.53 A public community college shall, prior to construction, request Illinois Community College Board approval for construction projects financed by college foundations, organizations, gifts, or donations, student fees, and other sources subject to the same ICCB and IBHE policies and procedures adopted for other locally-funded projects.

28.54 Local districts may elect to fund projects to any extent greater than 25 percent of the project costs with full acceptance of the condition that there is no assurance of recovery of funds by transfer of property to offset the local share of future construction. Such projects shall be submitted for approval to the Illinois Community College Board and the Board of Higher Education. Criteria of space per student, building efficiency, cost and other factors as may be established from time to time shall apply.

28.55 Credit or reimbursement for projects in which stated Federal participation amounted to 75% shall be considered on a 75-25 ratio for future state funding, if appropriate under state allocation formulas (to be separate from new construction projects).

28.56 Reimbursements for locally-funded projects or locally obtained property shall be considered on a 75-25 ratio at market value for future state funding if appropriate under state allocation formulas (to be separate from new construction projects.). The ICCB interprets "market value" to be effective within six months of (1) the contract award date of the project to which the credit is being applied, or (2) the official request for state reimbursement.

28.60 Submission of a Building Application

28.61 The Illinois Community College Board and the Illinois Board of Higher Education shall review all applications for state and federal funding, in light of such cost and efficiency criteria as are deemed essential to meet such minimum standards as are determined, from time to time, to be in the best interest of educational quality and economy. The building application requirement may be satisfied by submission of a capital budget request (Policy 28.40) in the RAMP/CC format.

(a) Deviations from established criteria may be approved by these reviewing authorities if adequately justified by applications clearly demonstrating specific exceptions for program needs or unique local circumstances.

(b) Construction costs shall be adjusted according to recent bid experiences and cost indices.

(c) At the time of review of capital project plans and applications for state funding submitted by local community college districts, the Illinois Community College Board and the Illinois Board of Higher Education shall determine the extent of state and federal funds participation, in a sum not exceeding 75 percent of the cost of the project or as much thereof as qualifies by application of the criteria set forth in Procedure 28.20.

28.62 Building applications may be required after a state appropriation is received (or after official authorization by a local Board of Trustees and certification of available funds, if the project is locally-funded) on forms provided by the State Board.

28.70 Construction Change Orders

28.71 Local boards of trustees of community colleges may utilize project contingency funds or contribute additional local funds beyond the previously authorized project budget for change orders necessary to meet unusual circumstances that develop during construction projects, with the prior approval of the Capital Development Board when such change orders do not increase the size, scope, or quality of a project nor require additional state funds. If such change orders do result in a modification of the size, scope, or quality of the project or require additional state funding, prior approval must be obtained from the Illinois Community College Board and the Illinois Board of Higher Education.

28.80 Facilities Codes

28.81 All construction, remodeling and renovation of facilities to be used for community college purposes under the jurisdiction and authority of the Illinois Community College Board shall, insofar as it is feasible and local conditions permit, be made in conformity with the:

(A) National Building Code recommended by the National Board of Fire Underwriters.

(B) Life Safety Code, NFPA No. 101 of the National Fire Protection Association.

(C) Other codes to which Capital Development Board projects must conform.

Current editions of these codes or those which have been developed to replace or supersede them shall apply. Where local codes are in effect and such codes are more restrictive, such local codes shall be followed.

28.82 Copies of policies and procedures of the Capital Development Board, Illinois Community College Board, and the Illinois Board of Higher Education, as they relate to capital construction, shall be on file in the ICCB office and made available for review by community college officials and architects with an ICCB staff person responsible for reviewing these documents and their amendments and keeping community college officials informed of any significant changes and interpretation.

28.90 Insurance of Facilities

It shall be the responsibility of the local community college board of trustees to insure facilities from the time of beneficial occupancy and for which title is held by the local board. However, Illinois Building Authority projects are insured by the IBA during the bond payment period.

29.00 Institutional Studies

29.01 Each public community college shall develop and maintain procedures for collecting, analyzing, and report accurate data to be used as a basis for the efficient and adequate local administrative procedures, instructional practices, and student services. The Illinois Community College Board will require such data as are necessary for it to make a thorough, comprehensive, and continuous study of the status of community college education, its problems, needs for improvement, and projected development.

29.10 Student, Faculty, and other Institutional Characteristics

29.11 Each public community college shall conduct continuing studies of student characteristics including student attrition, admission practices, grading policies and practices; faculty characteristics; performance of transfer students and those completing other programs; and other pertinent and appropriate subjects.

29.20 Program Evaluation

29.21 Each public community college shall develop procedures for the continuous evaluation of all instructional programs.

29.22 Program evaluation techniques may include follow-up studies, use of advisory committees, outside consultants, and other methods and sources. All diverse elements from within and without the college community may be involved in program evaluation procedures.

29.30 Management Information System Manual

29.31 Each public community college shall submit required data consistent with definitions, formats, and procedures contained in the current edition of the management information systems manual approved by the State Board.

29.40 Social Security Numbers

29.41 All employees of an Illinois public community college are required to obtain and submit a social security number to the college in which he or she is employed.

Failure of the employee to comply with the social security regulation may result in the withholding of pay until such social security number is furnished the employer, after a request and reasonable length of time is given for compliance.

29.42 An enrolled student--full-time or part-time, domestic or foreign--must obtain and submit a social security number to the public community college in which he or she is enrolled.

Failure by a student to comply with the above requirement after request and reasonable length of time is given for compliance may result in any or all of the following actions:

(A) An Illinois public community college may withhold credit for failure to comply with the submission of a social security number.

(B) The college may withhold grades for failure to comply with the submission of a social security number.

(C) The Illinois public community college may administratively withdraw a student for failure to comply with the submission of a social security number.

29.50 Policy on Information Access

It is the policy of the Illinois Community College Board to make available information on the public community colleges in Illinois and their operation in accordance with state and federal statutes. To facilitate planning and operations, the Board encourages access to this information by the colleges and state agencies. At the same time, the Board requires that lawful restraint on the public availability of information be enforced where necessary to protect the privacy of individuals, and that adequate safeguards be implemented by Board staff to protect these data from unauthorized access.

29.51 The ICCB staff will identify machine-readable (computer) files as public, working or restricted files. Machine-readable files are those on magnetic tape or magnetic disks from which the data can be computers or communications equipment.

Public files will be available to any institution, agency, or citizen, upon application, within a reasonable time, and at a cost to the requestor in accordance with state charges for these data or for the cost of reporduction of the files and any associated descriptive or interpretative materials. Examples of public files include inventories of ICCB approved courses and curricula, institutional characteristics data, enrollment data, and facilities inventory data.

29.52 Working files are those files created, modified, and used by Board staff in the course of their activities. These files will not ordinarily be made publicly available, but may be made available in response to formal requests to the ICCB by state agencies, federal agencies, and institutions in accordance with current practice for similar data in other forms.

29.53 Restricted files are those which, by law or custom, are held confidential. These files include the student-based policy data system and the faculty inventory. Since these files contain names, addresses, and other data considered confidential, they shall be made available only in accordance with appropriate statute or regulations, except, however, an Illinois community college may obtain longitudinal data for its own students for bona fide research, provided that the institution, in requesting the data, agrees to provide the same safeguards to the data that the Board itself would provide.

29.54 The Board will take appropriate action to safeguard all files from unauthorized changes in the data, but will not warrant to any party the accuracy of machine-readable data beyond the reasonable and prudent measures taken by data processors to prepare and verify data and prevent unauthorized access.

29.55 Community colleges and other agencies may obtain access to the ICCB computer files designated as "public files" by request from the ICCB staff. The users must comply with procedures and guidelines established by the ICCB staff for this purpose. The access provided to those users will have read-only capability to the computer data files. The capability to edit these files will be reserved for the ICCB staff only.

29.56 All ICCB files shall be protected to prevent unauthorized access to data. A system of account numbers and passwords will be implemented which will provide the following safeguards:

(A) restricted files
   1. read-only access limited to ICCB staff members
   2. write access limited to selected ICCB MIS staff members

(B) working files
   1. read-only access limited to ICCB staff members and to agencies making formal requests to the ICCB
   2. write access limited to ICCB staff members

(C) public files
   1. read-only access to all authorized users
   2. write access limited to selected ICCB MIS staff members

29.57 The security of the account number and password system will be maintained by periodically changing the access passwords to all files.

29.60 Deadline Dates

The Illinois Community College Board staff shall establish annually a series of deadline dates for the submission of required data and information by the public community colleges.

SECTION III

PROCEDURES (Items 31.00-39.69)

31.00 Requirements for State Recognition

31.10 Regional Accreditation

Progress made by each campus in gaining and maintaining regional accreditation; cooperation with the State Board office by informing the ICCB staff of NCA examination dates in advance of Association visits; submission to the State Board, in advance of NCA visits, of copies of reports and other NCA information compiled in preparation for Association examiners; as well as submission to the State Board of NCA Examiners' Reports after their visits, should be transmitted to the State Board office promptly by the college.

32.00 Administration

32.10 Operation of Off-Campus Extension Centers by Public Community Colleges.

32.11 The State Board in reviewing an application for an extension program will consider:

(A) The stage of development of the applying institution

(B) The distance and travel time of the proposed extension center from the main campus

(C) The distance and travel time of the proposed extension center from other operating community college districts

(D) Factors tending to identify the extension center with the college district other than distance and travel time

(E) The current or potential status of the non-community college territory in relationship to annexation or organization of a separate district

32.12 Applications for permission to operate extension centers in non-community college territory should include the following:

(A) A listing of courses to be offered

(B) Justification for establishing the extension center or courses

(C) Resources available for the operation of the center

(D) An explanation of the administration of tuition and chargeback policies

(E) The distance in travel time of the proposed extension center from the main campus of the district and from other operating community college districts

(F) Factors other than distance and travel time that tend to identify the extension center with the college district requesting the program

(G) The current or potential status of the non-community college territory in relation to administration or organization of a separate district

(H) An agreement from the four-year college or university when such extension offerings are offered in the community or immediate areas of that four-year college or university

(I) A request from the citizens or officials of the non-community college territory for the extension program

(J) Written evidence from other community college districts adjacent to the non-community college territory supporting the offering of the extension program with the understanding that the district planning to offer the course(s) must have early consultation with such adjacent community college districts before any formal plans or commitments are made

(K) Written evidence that the official chargeback fees will be charged all residents outside the community college district who attend such extension couses

(L) Written evidence that the extension programs will be self-supporting from student tuition, chargeback fees, and state apportionment funds (when appropriate), and will not involve local district tax funds

32.13 Each college offering extension programs outside a community college district should submit an official report to the Illinois Community College Board at the end of each year on the official report form supplied by the State Board. The report should include the following information:

(A) Title of each course offered

(B) Beginning and midterm enrollments for each course offered

(C) Financial data on the revenues and expenses for each course offered and for the total extension center

(D) Other information included on the official Illinois Community College Board Out-of-District Extension Summary Report Form.

33.00 Instructional Offerings

33.10 Operation of Single Baccalaureate-Oriented Curriculum

There are special obligations that occur when a college develops a single baccalaureate-oriented curriculum. Such curricula are subject to the following special conditions:

A. The degree awarded to the student for a single baccalaureate-oriented **curriculum** in Arts or Science Degree and should not list any other majors or curricula

B. In all curriculum enrollment reports to be submitted to the Illinois Community College Board, the college should identify all of the baccalaureate-oriented students in a single category.

33.20 Cooperative Instructional Programs

The Illinois Community College Board encourages the development of cooperative agreements between the public community colleges in the State of Illinois to provide better services to students and more efficient use of college resources:

33.21 Colleges wishing approval for a new unit of instruction or public service to be offered through cooperative arrangements with another public community college that has prior approval for such new unit of instruction or public service would not have to submit the Form 19 and Form 20 or Form 30 for new units of instruction or public service, but shall submit a letter indicating the desire to offer such a cooperative program and submit a copy of the cooperative agreement with the letter. The letter and/or contract shall address itself to these criteria and guidelines of the Illinois Community College Board.

33.22 The college approved for a cooperative program which sends students to another college for specialized training shall be permitted to list such approved cooperative programs in its catalog as long as it is properly identified as a cooperative program and lists the college offering the specialized training. Such colleges offering an approved cooperative program must also clearly identify the cooperative program and the name of the college offering the specialized occupational training in the student's permanent record, on the student's transcript, on the degree or certificate awarded to the student, and on any statewide listing or inventory of approved curriculums and programs.

33.23 The college which offers a particular course shall count all students enrolled in that course as part of its own enrollments. However, the ICCB management information system may develop a procedure in the future which identifies such group enrollments in order to eliminate duplicate counting in state totals.

33.30 Transferring Courses from One Curriculum Area to Another Curriculum Area

When an institution wishes to request a modification and/or transfer of an approved course from one curriculum to another, the college submits a letter to the Illinois Community College Board office identifying the change and includes the following information:

(A) The name of the previously approved unit of instruction

(B) The basis on which the transfer or change is requested

(C) The ability of the course to meet the criteria for the new curriculum area

33.40 Reclassification and New Approval Procedures for New Units of Instruction

33.41 The community colleges shall use the following definitions not only for the Community College MIS Reports, but also for program approvals:

(A) Fields of Instruction: An aggregate level of associated curriculums. A discipline or field of instruction includes the conventional academic subdivision of knowledge and training identified in the NCHEMS-WICHE and USOE HEGIS Taxonomy for Instructional Programs as adjusted by the Illinois Community College Board. (HEGIS first level, e.g., Business and Commerce Technologies - 5000.)

(B) Curriculum: An organized pattern of instruction within a discipline as a series of courses applicable to an associate degree or certificate in an instructional program. (HEGIS second level, e.g., Secretarial (Science) Technologies 5005.)

(C) Majors (Options): A series of courses from within a given curriculum of a discipline, normally three or more sequential courses providing nine or more semester hours of credit (minimum 135 contact hours) or courses yielding an equivalent number of contact hours

(D) Course: An education unit within the instructional program consisting of a sequence of instructional periods, one or more delivery systems and dealing with a particular subject.

33.42. The ICCB delegates authority to the ICCB staff for the review and approval of new majors (options) including new certificates or degrees of previously approved instructional curriculums and fields of instructions. The ICCB staff will notify the IBHE staff of all approvals of majors and options. In addition, the ICCB staff shall submit any majors and options to the ICCB and IBHE where (a) more than three F.T.E. instructional staff members are employed, or (b) equipment costs exceed $10,000 or (c) new laboratory facilities are required, or (d) where there are statewide or regional program implications.

(c) The Illinois Community College Board and the Illinois Board of Higher Education will continue to approve new curriculums and new fields of instruction in accordance with the chart below:

	Units of Instruction	Approving Body	Example
(A)	Field of Instruction: An Aggregate level of associated curriculums. A discipline or field of instruction includes the conventional academic subdivision of knowledge and training identified in the NCHEMS-WICHE and USOE HEGIS Taxonomy for Instructional Programs as adjusted by the Illinois Community College Board (HEGIS first level, e.g., 5000)	Illinois Board of Higher Education and Illinois Community College Board	Business and Commerce Technologies
(B)	Curriculum: An organized pattern of instruction within a discipline as a series of courses applicable to an associate degree or certificate in an instructional program. (HEGIS second level, e.g., 5005)	Illinois Community College Board and Illinois Board of Higher Education	Secretarial (Science) Technologies
(C)	Majors (Options): A series of courses from within a given curriculum of a discipline, normally three or more sequential courses providing nine or more semester hours of credit (minimum 135 contact hours) or courses yielding an equivalent number of contact hours.	ICCB Staff (Except in those cases where expense of program, statewide or regional programs and/or facility considerations are involved which would then be presented to the Illinois Community College Board.	Legal Secretary
(D)	Courses: An educational unit within the instructional program consisting of a sequence of instructional periods, one or more delivery systems and dealing with a particular subject.	ICCB Staff	SEC 110 Legal Terminology

33.44 Any new courses or other instructional activities that are to be under the aegis of a previously approved unit of instruction and that do not in and of themselves lead to any degree, certificate, or other formal recognition, will be considered reasonable or moderate extensions of the previously approved units and need not be brought before the Illinois Community College Board for approval. However, the request for the new courses must be submitted to the Board staff before state reimbursement can be granted for any such courses or other instructional activities.

33.50 Program Name Changes.

When a request for a program name change is sent to the Illinois Community College Board office, the appropriate staff member(s) will review the request for name change in relation to program structure and take action in accordance with one of the procedures listed below:

A. In the event that it is a simple change of name with no significance regarding curriculum structure, and no new courses to be added or previous courses to be changed, the staff will process the name change in the records of the Illinois Community College Board office and advise other agencies accordingly.

B. In the event that the name change reflects a modest program revision, with several new courses to be added or several previous courses to be revised, the staff will process the name change in the records of the Illinois Community College Board office and advise other agencies accordingly and will also advise the college to submit the appropriate application for approval of the new course(s) as an extension of existing units of instruction in accordance with the action of the Illinois Community College Board at its October 9, 1970, meeting.

C. In the event that the name change reflects a significant modification of program, the staff will advise the college to submit an application for approval of a new unit of instruction to be presented to the Illinois Community College Board and a request for "withdrawal" of the old program.

33.60 Procedures for Awarding Credit for Instructional Experiences are as Follows:

A. Lecture/seminar/discussion credit. For courses scheduled with students participating in lecture/discussion-oriented instruction, assuming the normal two hours of outside study for each contact hour (minimum of 50 minutes of class instruction), one semester hour credit or equivalent would be funded for a minimum total of 15 classroom contact hours of instruction per semester or equivalent. Persons in such study would normally be spending 1 hour in class per week per semester for each credit hour funded.

B. Laboratory/clinical-laboratory credit. For courses scheduled with students participating in laboratory/clinical-laboratory-oriented instruction, assuming none or one hour of outside study for each classroom contact hour of instruction, one semester hour of credit or equivalent would be funded for each 30-45 classroom contact hours of instruction per semester or equivalent. Persons in such study would normally be spending 2-3 hours in class per week per semester for each credit hour funded.

Normally, persons participating in such classes which require some outside study would have to spend only two contact hours per week for one credit (minimum of 30 contact hours of instruction per semester) while those with little or no outside study would normally be required to have three hours of contact class instruction per week or equivalent (45 contact hours of instruction per semester). The amount of instructional supervision and type of instructional activities would be factors in the assignment of two or three contact hours of lab experience for a credit hour.

C. Internship/clinical-internship/work-study/work-experience. For courses scheduled with students participating in internship, clinical-internship, work-study, work-experience, work-oriented instruction, one semester hour credit or equivalent would be funded for each classroom contact hour scheduled (minimum of 50 minutes) for 75-150 contact hours per semester or equivalent. Persons in such study would normally be spending 5-10 contact hours per week per semester for each credit hour funded. These internship experiences include those activities which are the result of implementing experiences gained in the classroom and the laboratory. It is assumed that the student will need only periodic supervision, since he or she is in the final stages of the program and about to assume a role in the world of work.

34.00 Public Service Programs

34.10 Community Education Offerings

34.11 Community education program units will be approved upon request. These program units of community education are authorized to include the following:

Enhancing Community Development and Leadership Training
Upgrading the Family and the Home
Enriching the Life of Senior Citizens
Strengthening Public Health, Safety and the Environment
Providing Special Learning Experiences for Minority Groups
Providing Cultural Enrichment Opportunities for all Citizens

34.12 State funding for non-credit classes offered as community education will be by formula grant.

34.13 Individuals participating in the community education activities will be classified as participants and they will be included in enrollment reports for community education participants and not with instructional program students. Community education activities should be broad enough to provide educational opportunities for low ability persons and/or for those who are educationally disadvantaged.

34.14 Participants completing community education activities are eligible to receive special awards or records of completion of such activities. Degrees or certificates will not be awarded in the community education area since degrees and certificates apply only to the instructional program area.

34.15 Community education activities are of a non-credit nature but each college may use whatever terminology is appropriate to local needs and understanding, including credit equivalency if desired for the local administration of community education activities.

34.16 There are no required grades, no required student records or transcripts, and no graduation requirements for community education activities unless so requested by the local Board of Trustees; but the college must maintain a listing of participants by offerings.

34.17 Community education activities must follow the college regulations on public service activities but do not necessarily have to follow the regular college academic regulations unless so determined by the local Board of Trustees.

34.18 Colleges must report to the ICCB other non-fundable community education offerings including nonfundable hobby, leisure-time, or recreational classroom activities for classification in the community education areas.

34.19 All classes or activities which are designed or used by the college as hobby, leisure-time, or recreational offerings would be considered a part of the public service (community education or community service) program and not a part of the regular instructional program of the community college nor eligible for state apportionment funding in Section 102-16 of the Public Community College Act. All hobby, leisure-time, or recreational activities offered in classroom format shall be reported and classified in community education. All other hobby, leisure-time, and recreational activities including lectures, concerts, travel series, and dramatic presentations, that are not a part of the regular instructional program nor community education, shall be considered a part of the community service program of the college. No hobby, leisure-time or recreational activities in either community education or community service will be eligible for state funding.

A. Hobby is defined as a specialized pursuit that is outside one's regular occupation and that one normally finds interesting or enjoyable, usually in a nonprofessional way, as a source of relaxation. Hobby activities include, but are not limited to: Photography, painting, woodworking, gardening, fly tying and casting, coin collecting, stamp collecting, leather craft, gem polishing, equitation, gourmet cooking, cake decorating, flower arranging, ceramics, sewing, knitting, camping, boating, dog-grooming, bridge, self-hypnosis, or music.

Many programs listed above may have titles that are similar in both the regular instructional program and in the non-credit hobby or public service activity program. If such courses as photography, painting, and sewing are a part of the instructional program and meet the guidelines listed in 7.21 below they may be eligible for state apportionment funding. However, when such programs are designed as non-credit hobby or public service activities, they would not be eligible for state apportionment funding.

B. Leisure-time is defined as free time resulting from the exemption of a person from his work or other duties. Leisure-time activities include, but are not limited to, lectures, concerts, dramatic presentations, travel series, and arts and crafts workshops.

C. Recreational is defined as play or the refreshment of one's strength and spirits after toil. Recreational activities include, but are not limited to, programs that require physical activity, but are not a part of the regular physical education instructional program of the college.

34.20 Community Service Offerings

34.21 Community service activities are funded through special project grants which are awarded on the merit of proposals submitted to the State Board and by formula grants.

34.22 A community service program unit entitled "Center for Community Services" will be approved upon request. Under this unit the college may develop and offer a comprehensive array of services.

34.23 Community service activities are governed by the same regulations as community education.

34.24 Community service proposals which are in proper form and submitted in a timely fashion will be considered for special project funding when the proposed activities fall into one or more of the project categories listed below:

(A) Employment and Manpower Development--working with local business and industry as well as governmental and social service agencies in developing means for increasing employment opportunities, reaching and counseling potential students and in determining needs for basic occupational skills or retraining.

The actual training would in most cases be a part of the college's regular instructional program and financially supported by the credit hour formula for state apportionment funding. However, public service money might be used in areas such as:

--establishing outreach centers in areas of the district removed from the campus but near areas of high unemployment;

--workshops on employment opportunities for women.

(B) Health, Safety and the Environment--working cooperatively in the areas of community development such as:

--special short-term seminars for law enforcement officers and corrections personnel;

--development of educational services for inmates;

--community forums on public health and drug abuse;

--community workshops on environmental problems and how they can be solved;

--workshops involving citizens in local or regional planning.

(C) Individual Growth for Mature Adults

--special educational services for Spanish-speaking citizens and other minority people;

--workshops for senior citizens on preparation for retirement and problems of aging;

--institutes on improving family circumstances;

--seminars on family financial management;

--projects for intellectual and cultural development.

(D) Statewide Supporting Activities: The Illinois Community College Board, the Board of Higher Education and other appropriate state agencies will, through the development of manpower data and other statistics, offer support in the identification of public service needs. The state boards, in cooperation with other state agencies, will coordinate the offering of workshops and other forms of in-service training for community college personnel involved in public service projects.

Inter-institutional cooperation on a regional or statewide basis will also be facilitated by the state boards. In these cooperative endeavors, special encouragement will be given to the use of television and other mass media in the delivery of public services.

(E) Other categories deemed appropriate by the State Board.

34.25 To qualify for funding, public service activities must meet the following criteria:

(A) Fall within the scope of guidelines for fundable public service activities.

(B) Show that the college has a historical commitment to public service.

(C) Allocate matching funds and/or in-kind services to the proposed activity.

(D) Involve cooperation with other agencies and groups.

(E) Be jointly funded by other agencies and groups.

(F) Demonstrate appropriate community involvement in developing the proposed activity.

(G) Not unnecessarily duplicate services now being performed by others.

(H) Show evidence of need for the proposed activity.

(I) State clear and measurable objectives for the proposed activity.

(J) Include an adequate evaluation rationale.

(K) Contain a detailed budget for the activity.

(L) Show that sources other than the special grant program cannot better fund the proposed activity.

34.26 Cooperation with other agencies and institutions is a keystone of the public community college public service program. Joint financing is expected in most cases, and one of the hallmarks of a good project is its ability to demonstrate a creative use of limited resources.

34.30 Procedures for Approval of Reasonable and Moderate Extensions of Existing Units of Public Service

34.31 Generally, any new public service activity that involves an annual operating expenditure from whatever sources between $50,000 and $250,000, and an annual operating expenditure from state appropriations of less than $50,000, and that is to be performed under the aegis of a previously approved unit of public service, will be considered a reasonable and moderate extension of that previously approved unit and not be brought before the Illinois Community College Board for approval. However, the Board staff must be notified before any such activity is begun, and if there be significant reservations on the part of the staff about the academic or economic justification for the activity, it will be submitted to the Board for action as a new unit of public service.

34.32 Any new public service activity that is to be performed under the aegis of a previously approved new unit of public service, and that involves an annual operating expenditure from whatever sources of less than $50,000, will be considered a reasonable and moderate extension of that previously approved unit and need not be brought before the Illinois Community College Board for approval. Moreover, the Board staff need be notified only for data collection purposes.

36.00 Student Services

36.10 Special Grants for Disadvantaged Student Projects.

36.11 The purpose of this program is to get economically disadvantaged people off welfare rolls and on payrolls through developmental education, occupational training, vocational, counseling, job placement, and job follow-up.

36.12 Disadvantaged students are defined as any individual of post high school age (or a younger person who has been officially dropped from the public schools attendance rolls) who meets one or more of the following criteria: whose family income is less than $7,386 per year for a four-member family (poverty income as defined by the U.S. Department of Labor Statistics as of Autumn, 1972), who is a recipient of public assistance, who has less than a twelfth grade education, who is a member of a minority group, who has a repetitive arrest history or whose life style is characterized by a pattern of unemployment. Excluded from this definition are senior citizens and mentally handicapped adults.

36.13 Disadvantaged student projects eligible for state funding include the following:

(A) Those elements of instruction made necessary because of the disadvantaged backgrounds of students, i.e., tutoring, special materials or supplies, or extraordinary efforts at upgrading basic skills and occupational skills which lead to employment or other educational opportunities.

(B) Experiments in non-conventional methods of instruction for the economically disadvantaged students.

(C) Vocational counseling, job placement, and job follow-up for economically disadvantaged students.

36.14 State funding for disadvantaged student projects will be by formula and by competitive grants.

36.15 Disadvantaged student project proposals and plans shall be evaluated by the same general criteria used to evaluate Public Service proposals and plans.

37.00 Finance

37.10 Public Service Grants

Procedures for applying for public service grants are as follows:

A. Grants are made by formula and exemplary project awards.

B. Formula grants are allocated to the districts at the rate of 5¢ per capita based on total district population.

C. Each college will have the following formula allocation of state funds for public service activities for FY76 subject to ICCB procedures as described below:

Dist. No.	College	Estimated Population	Formula Allocation @ 5¢
501	Kaskaskia	105,000	$ 5,250.00
502	DuPage	581,000	29,050.00
503	Black Hawk	243,000	12,150.00
504	Triton	370,000	18,500.00
505	Parkland	231,000	11,550.00
506	Sauk Valley	99,000	4,950.00
507	Danville	90,000	4,500.00
508	Chicago City	3,364,000	168,200.00
509	Elgin	168,000	8,400.00
510	Thornton	267,000	13,350.00
511	Rock Valley	283,000	14,150.00
512	William Rainey Harper	316,000	15,800.00
513	Illinois Valley	141,000	7,050.00
514	Illinois Central	242,000	12,100.00
515	Prairie State	177,000	8,850.00
516	Waubonsee	165,000	8,250.00
517	Lake Land	162,000	8,100.00
518	Carl Sandburg	128,000	6,400.00
519	Highland	88,000	4,400.00
520	Kankakee	115,000	5,750.00
521	Rend Lake	72,000	3,600.00
522	Belleville	350,000	17,500.00
523	Kishwaukee	76,000	3,800.00
524	Moraine Valley	287,000	14,350.00
525	Joliet	244,000	12,200.00
526	Lincoln Land	255,000	12,750.00
527	Morton	138,000	6,900.00
528	McHenry	95,000	4,750.00
529	Illinois Eastern	108,000	5,400.00
530	John A. Logan	119,000	5,950.00
531	Shawnee	58,000	2,900.00
532	Lake County	258,000	12,900.00
533	Southeastern	54,000	2,700.00
534	Spoon River	77,000	3,850.00
535	Oakton	263,000	13,150.00
536	Lewis and Clark	196,000	9,800.00
537	Richland	132,000	6,600.00
539	John Wood	90,000	4,500.00
601	SCC of East St. Louis	120,000	6,000.00
	Totals	10,327,000	$ 516,350.00

D. The ICCB shall consider the use of the remaining funds in the $750,000 budget after the formula allocations of $516,350 for special project grants to be requested through proposal applications described below.

Addition to Procedure 37.10 approved by the Illinois Community College Board on May 16, 1975.

E. The following procedure shall be used for submitting requests for public service activity grants for the 1975-76 college year:

1. Public community colleges shall submit applications for the public service formula grants to the ICCB office by July 1, 1975. These applications will in turn be submitted to the ICCB for approval at its July meeting.

2. Letters of Intent for supplemental public service project grants are due in the ICCB office by July 1, 1975. Each letter, one or two pages in length, should briefly include:

   (a) Project description,
   (b) Project objectives,
   (c) Project evaluation,
   (d) Estimated budget, and
   (e) Other participating community colleges and agencies.

3. The screening of the Letters of Intent will be done by the ICCB staff as related to the priority considerations. The community colleges will be notified by July 15 from the Letters of Intent if an application should be developed and submitted for committee review. These applications are due in the office of the ICCB by August 15. Supplemental funding should be limited to the maximum for an institution of $10,000 and for consortium institutions of $100,000. The applications for supplemental grants will be submitted to the ICCB at its September meeting for actions.

F. Priority considerations for supplemental public service activity grants will be in the following order:

(1) Institutional consortium in conjunction with ICCB to explore problems or activities, statewide in nature.

(2) Inter-institution cooperative program development.

(3) Evaluation of previously approved multiple-year projects and determination made for future funding.

(4) Continuation of outstanding programs.

G. A review committee will be established to review supplemental public service grants for recommendation for funding. The approval for such supplemental grants will be made by the committee between August 15 and September 1. The review committee will be composed of:

(1) A community college president to be nominated by the Illinois Council of Public Community College Presidents.

(2) A community college trustee to be nominated by the Illinois Community College Trustee Association.

(3) One community college dean of instruction to be nominated by the Council of Presidents with the advice of the Illinois Council of Community College Administrators.

(4) One community college dean of adult and continuing education to be nominated by the Council of Presidents with the advice of the Illinois Council of Community College Administrators.

(5) One lay person to be selected by the ICCB.

(6) In addition, ICCB staff members will be part of the committee.

(7) It is understood that no more than one representative on the committee would be from one community college district.

H. For the distribution of state funds for public service activities and projects for FY76 to be allocated to any community college, the following information shall be provided to the ICCB office:

(1) A summary evaluation of the FY75 Public Service program which includes both Community Education activities and Public Service projects.

(2) A summary plan for the FY76 Public Service program encompassing both Community Education activities and Community Service projects.

(3) Verification of a combined local matching effort (either cash or in-kind, or both) at least equal to the total amount of State Public Service grant funds received.

Addition to Procedure 37.10 approved by the Illinois Community College Board on May 16, 1975.

(2) Letters of Intent for supplemental disadvantaged student grants are due in the office of the ICCB by July 1. Each letter, one or two pages in length, should briefly include:

(a) Project description.
(b) Project objectives.
(c) Project evaluation.
(d) Estimated budget.

(3) Screening of the Letters of Intent will be done by the ICCB staff as related to the priority considerations. The community colleges will be notified by July 15 from the Letters of Intent if an application should be developed and submitted for committee review. These applications are due in the office of the ICCB by August 15. Supplemental funding should be limited to the maximum for an institution of $10,000 and for consortium institutions of $100,000. The applications for supplemental grants will be submitted to the ICCB at its September meeting for action.

F. The following priorities will be considered for the allocation of supplemental disadvantaged student grants for the 1975-1976 college year:

(1) Adult, non-high school graduates.
(2) English as a second language.
(3) Cooperation with high schools and other agencies in counseling placement and student follow-up.
(4) Racial minorities.
(5) Economic depressed.
(6) Unskilled individuals.
(7) Program development for the above, either by institution or consortium.

G. A review committee will be established to review supplemental disadvantaged student grants for recommendation for funding. The approval for such supplemental grants will be made by the committee between August 15 and September 1. The review committee will be composed of the following:

(1) A community college president to be nominated by the Illinois Council of Public Community College Presidents.

(2) A community college trustee to be nominated by the Illinois Community College Trustee Association.

(3) One community college dean of instruction to be nominated by the Council of Presidents with the advice of the Illinois Council of Community College Administrators.

(4) One community college dean of adult and continuing education to be nominated by the Council of Presidents with the advice of the Illinois Council of Community College Administrators.

(5) One lay person to be selected by the ICCB.

(6) In addition, ICCB staff members will be part of the committee.

(7) It is understood that no more than on representative on the committee would be from one community college district.

37.20 State Funding for Disadvantaged Student Projects

A. Disadvantaged Student Projects are funded in part on the basis of formula grants which are released to the colleges upon receipt of an acceptable evaluation of the previous year's projects and a State Board approved proposal or master plan for the new year's combined projects.

B. Formula grant allocations for the various districts in the stysten during the fiscal year are based on the percentage of selected federally funded student financial aid programs for disadvantaged students.

The Federal programs included in the formula are Supplemental Education Opportunity Grants (SEOG), College Work-Study (CWS), and National Direct Student Loans (NDSL). Each campus will receive its percentage share of the formula grant allocation equivalent to its percentage share of the three federally-funded student aid programs for public community colleges in the State of Illinois with a minimum allocation of $10,000 per campus.

C. The formula grants utilizing the first $1.4 million of State funds in FY76 for disadvantaged student grants shall be awarded to each district on its percentage of the district's expenditures for student financial aid programs for disadvantaged students for the Economic Opportunity Grants, College Work Study Programs, and National Defense Student Loans with a minimum grant per campus of $10,000.

D. Reserve the remaining $1.2 million of the FY76 appropriation request for application proposals of the City Colleges of Chicago, District, No. 508, with the understanding that if project applications for the full $1.2 million are not submitted by and approved for City Colleges of Chicago, that they could be reallocated to other community college districts in Illinois.

E. The following procedure for submitting requests for disadvantaged student grants for the 1975-76 college year shall be utilized:

(1) Public community colleges shall submit applications for the disadvantaged student formula grants to the ICCB office by July 1. These applications will be submitted to the ICCB for approval at the July meeting.

H For the distribution of state funds for disadvantaged student projects for FY76 to be allocated to any community college, the following information shall be submitted to the ICCB office:

(1) A summary evaluation of the FY75 Disadvantaged Student Project Program.

(2) A summary plan for the FY76 Disadvantaged Student Project Program.

(3) Verification of a combined local matching effort (either cash or in-kind, or both) at least equal to the total amount of State Disadvantaged Student grant funds received.

38.00 Site and Construction

38.10 General Procedures Concerning Community College Construction Projects.

It is requested that the ICCB staff receive copies of all correspondence relative to construction projects.

The following is a general list of procedures for colleges to follow when they are planning construction projects:

Procedures	Local District Responsibility	Other Agencies Involved
I. Project initiation		
A. Site search	Conduct a preliminary study of available sites.	
B. Selection of site and request to purchase site	Provide ICCB with the following: (1) Local board authorization to purchase the site. (2) Resolution that local funds are available. (3) Acquisition of three M.A.I. appraisals. (4) Presentation of a site feasibility study.	ICCB approval is necessary (See Section 103-36 of ICCB Act). CDB is available to provide technical assistance, if requested.
C. Acquisition of site	The local district will conduct negotiations within parameters as designated by ICCB action.	
D. Development of a site and facilities master plan	A site and facilities master plan should be developed, either with or without architectural assistance, and filed with ICCB and IBHE, requesting approval of the plan. (See Section 28.30 of this document). This master plan may be updated annually, when necessary, in conjunction with the RAMP/CC submission.	The master plan must be approved by the ICCB and IBHE and may be filed with the CDB for future reference.
II. Project request for capital funding.		
A. Capital Funds Request	File with the ICCB a request for state appropriated capital funds via RAMP/CC for projects as enumerated in Section 28.10 and under provisions of Section 28.40 of this document. Included	The ICCB (See Sections 105.4 and 105.5 of ICCB Act), and IBHE must review, approve and prioritize projects - - then draft appropriate legislation. The CDB will also review the projects. Before final

	with the request should be: (1) Authorization by the local board. (2) Resolution that sufficient local funds are available to complete the project. (3) Submission of RAMP/CC.	approval is given the General Assembly, the Bureau of the Budget and the Governor must approve.
III. Application for planning or construction of facility with local funds.		
A. Request for project approval.	In accordance with Sec. 28.50 of this document, local district must request approval of the project and provide the following information to the ICCB: (1) Authorization by local board. (2) Resolution that sufficient funds are available to complete the project. (3) An application, to be submitted upon forms provided by ICCB, including programmatic statement of use and estimated budget.	ICCB and IBHE review and approval is required. CDB technical assistance will be requested for projects requesting future state reimbursement.

At this point it is recommended that the local district obtain a copy of CDB Rules and Regulations, Section 601, Part VI, Procedures and Responsibilities for Construction Projects. This document should be on file in the local district office. If not, a copy is on file in the ICCB office.

IV. Design process.		
A. Selection of Architect/ Engineer	The local board or CDB may determine need of employment of A/E (CDB Rules & Regulations 601-10, ICCB Act, Sec. 105-1 and 105.2). The local board may recommend no more than 3 firms for review; the CDB may recommend no more than 3 firms for review; requires approval of A/E by both boards to commit or to assign contract (CDB Act, Sec. 782; ICCB Act, Sec. 105-1, 105-2).	CDB A/E selection committee will approve the A/E for the project. If the local board disagrees with the selection, an appeal may be filed with the CDB.

B. Technical review.	A community college representative should attend all CDB technical review sessions and assume the responsibility of a continuous evaluation of programmatic and functional needs which must be met at this point to provide a quality, functional facility to satisfy the college's needs.	The CDB will conduct technical reviews from schematics through final working drawings on each project. The ICCB will monitor each project, sit in on each review session and provide assistance as needed. Scope and/or budget changes need to be approved by the ICCB and IBHE.
C. Request for release of funds (If a state appropriation).	The local board initiates a request for release of state appropriated project monies at the appropriate point in the technical review process.	The ICCB will, when requested by the local Board of Trustees, file a request for release of funds with the CDB. The CDB will then formally request the Bureau of the Budget and the Governor to release construction funds when the project is ready for bidding.
V. Establishment of a Trust Fund.	The local board must establish a joint trust account with the CDB prior to the awarding of contracts. Such an account must contain sufficient funds to cover the contracts awarded. Interest on local monies will accrue to the local district and local boards may determine the investment program.	The CDB will work jointly with the local district to establish the trust account.
VI. Bids advertised, received and contracts awarded.	No local board action is required. (In some cases, when a project is small, the CDB may determine that the local district will handle the bid and awarding of contracts, in compliance with the State Purchasing Act).	The CDB will handle bidding and awarding of contracts, except as noted.

VII. Construction	Local district officials will wish to closely monitor the progress of the construction. Change orders are to be approved by the local board and CDB. Change orders from any source will first be processed by the field representative for need and feasibility, and source and availability of funds. Appeals of any sort may be addressed to the CDB.	ICCB and IBHE approval are necessary if change orders effect size, scope, quality or budget for project (See Sec. 28.70 of this document).
VIII. Report on progress and completion of project.	The local district shall make written reports on the progress and completion of the project as required by the ICCB (See Sec. 105-10 of the ICCB Act). These reports are to be made quarterly or may be concommitent with 25%, 50%, 75% and 100% construction review meetings as scheduled.	

38.20 Criteria and Standards by Which Applications for State Funds Will Be Judged

38.21 Cost Procedures

A. Construction project costs for fiscal year 1976 and thereafter shall be calculated in a manner consistent with all higher education construction cost guidelines (currently the "building block" method as it appears in RAMP/CC).

B. Construction project costs calculated prior to those for fiscal year 1976 but after those for the beginning of fiscal year 1973 which exceeded the cost guidelines then in effect may be considered for additional state participation up to the amount calculated in

C. Square footage (gross square feet) costs shall be calculated in accordance with the CDB project budget format

Construction project costs shall include all or any combination of the components identified in

38.22 Building Space Allocation Procedures

A. Eligibility for space shall be based on actual and projected enrollments submitted by the colleges in their capital budget requests. The Illinois Community College Board and the Board of Higher Education will review enrollment projections and assumptions submitted in requests for state and federal funding of capital projects in light of such school census data, attrition and retention rates, curricula and program developments, student enrollment patterns and other criteria as deemed necessary in establishing facilities requirements. Appropriate standards and methodology for enrollment projection shall be developed by the Illinois Community College Board in consultation with the institutions.

B. Any course approved by the Illinois Community College Board for state funding in the instructional programs or public service activities may have enrollments counted for space needs for construction formulas.

C. For any course approved by the Illinois Community College Board to be offered by a community college but not approved for state funding in the instructional program or public service activities, enrollment in such courses would not be counted for space needs for construction formulas, with the exception that approved courses not eligible for state funding because 50% or more of the support comes from federal or other state agencies could have the enrollments counted in the formula for construction purposes.

D. Facilities required shall be determined on the basis of full-time equivalent on-campus day students who are residents of the State of Illinois,

E. The gross square feet of all space per full-time equivalent on-campus day student shall not exceed:

(1) For facilities other than occupational program instructional shops:

FTE Day Students	Gross Square Feet Per FTE Day Student
For the first 1,500 students	110
For the next 1,500 students	100
For each student above 3,000	90

(2) For occupational program instructional shops, 140 gross square feet per FTE day student enrollment in courses using such shops.

Definition of Instructional Shops

Instructional shops and laboratories for occupational programs are generally considered as those shop areas and instructional laboratories developed for the conduct of those phases of instruction wherein students observe and perform activities in planned experiences at appropriate work stations. The learning experience provided involves the manipulation of machines, materials, and equipment and the observation of processes.

Such laboratories are to be distinguished from other instructional laboratories in that the presence of machinery, material and equipment and the space requirements for activities involved in experimentation, observation and manipulation of them is of a magnitude exceeding that of student stations confined to desks, tables, laboratory benches and similar stations.

F. Each approved community college campus shall be provided with minimum basic facilities of 50,000 square feet. Other adjustments shall be considered for small and very large campuses.

G. The Illinois Community College Board does not approve the construction, development, utilization, financing, or operation of dormitories by the public community colleges of Illinois. However, public community colleges are encouraged to assist students in obtaining housing from private enterprises off campus when appropriate.

38.23 Site Allocation Procedures

A. State funding participation in site acquisition or surface parking shall be at the same 75-25 ratio as is in effect for buildings and other facilities.

B. That portion of real estate to be used as a part or all of the contribution of a community college district for construction project credit purposes must be appraised by three MAI appraisers.

The maximum acreage of real estate in which the state will share in cost for a campus site shall not exceed:

Full-time Equivalent On-Campus Day Students	Site Acreage
For the first 1,500 students	100
For the next 1,500 students	150
Above 3,000 students	200

C. Parking needs are generated at a ratio of 80% of full-time equivalent faculty and staff and at the following ratios for full-time equivalent day student enrollments:

(1) Public transportation generally available 20% of full-time students.

(2) Limited public transportation available 50% of full-time equivalent day students.

(3) No public transportation available 65% of full-time equivalent day students.

D. These guidelines are suggested as the means of determining the extent of state funds participation in costs of land, capital improvements installation and operation and maintenance costs of parking programs. Local circumstances may require less parking than provided by applications of these guidelines.

E. Parking facilities proposals exceeding these guidelines and which are to be funded from other than state funding will be reviewed separately.

38.24 Building Efficiency Procedures (net-to-gross ratios)

Guidelines for campus-wide net-to-gross ratio (or building efficiency) shall be 70% unless special waiver is approved by ICCB, IBHE, and CDB. (Individual projects may vary above and below 70% according to type of space being built.)

38.30 List of Building Priorities for Public Community College Campuses in Illinois

Due to the tremendous demand for community college building facilities, and the limited state funds available for such construction, the following listing establishes certain priorities for the construction of facilities with state funding on community college campuses. The basic college facilities recommended in Stage 1 below may be permanent construction or interim facilities that may include preengineered facilities. The building priorities for a particular district may be modified upon request of the local Board of Higher Education by considering specific emergencies or specific local needs.

(A) Basic college facilities (for Phase 1 construction or for initial interim facilities)

  (1) Basic instruction classrooms, laboratories and shops--including basic occupational-technical programs

  (2) Basic administrative and counseling offices

  (3) Interim learning resource center, including library, audio-visual materials center and learning or developmental laboratories

  (4) Basic interim student center that may include vending machines, small student lounge and a bookstore

  (5) Basic lecture hall with attached basic audio-visual facilities

  (6) Basic faculty offices

  (7) Maintenance, custodial and storage areas

(B) Occupational-technical laboratories and shops to meet local needs

(C) Permanent learning resources center including library, audio-visual center, and learning laboratories that might provide programmed materials, autotutorial laboratories and other audio or language laboratories

(D) Permanent student center, including food service area, lounge area, study area, and facilities for student activities such as newspaper editing, student government, and other student organizations

(E) Physical education and fitness rooms for non-collegiate and non-spectator use to provide for required courses in health and physical education

(F) Fine arts center, including instructional facilities for music, art and drama

(G) Theater and/or auditorium (space to be provided for seating by state financing shall not exceed that normally allotted for student use)

(H) Gymnasium, swimming pool, and/or other recreational facilities (space to be provided for seating by state financing shall not exceed that normally allotted for student use)

38.31 Other criteria related to the above list of building priorities are as follows:

A. General classrooms, faculty offices and administrative facilities may be added as needed during any phase of construction

B. No state funding can be provided for facilities for staff housing or dormitories

C. Site development, including parking lots and roads may be developed as needed in any stage above

D. Pre-engineered facilities may be proposed in any stage of construction.

E. The Illinois Community College Board and its staff will also take into consideration the following factors when considering specific projects proposed by local community college districts:

(1) Date of organization of the community college district (and establishment of the campus in multi-campus districts)

(2) The availability of the site and the ability of the local district to meet financial obligations with local funding for construction projects

(3) The date of the last state-financed building project for the campus

(4) The pattern of student enrollment including changes in enrollment and the proportion of the enrollment for which facilities have already been provided

(5) The existence of non-state financed buildings, if any, that may or may not be submitted as part of the overall master plan for the college

(6) The types of programs--instructional and non-instructional--to be developed by the college

(7) Types of cooperative relationships, if any, to be developed with other educational institutions in the district and throughout the state

(8) Status of the development of the campus master plan

38.40 Site Acquisition

38.41 Upon receipt of a written request for site approval, the State Board causes a study of the request to be made by its staff or the requesting college. This study is based upon the following basic criteria:

(A) Location of the proposed site in relation to the geography and population of the entire district, and surrounding environment

(B) Accessibility of the proposed site by existing and currently planned highways and/or streets

(C) Cost of proposed site in relation to land values of the district and availability of site to be backed up by at least three appraisals, all of which must be completed by MAI (Member of the American Institute of Real Estate Appraisers) appraisers

(D) Cost of development of the proposed site in relation to topography, soil conditions and utilities

(E) Size of proposed site in relation to projected student population and land cost; and

(F) The number and location of alternate sites considered.

38.42 Upon completion of the study and technical review by the Capital Development Board (when requested by the college), a report and recommendation is presented to the State Board for action.

38.43 Following the approval of the site by the State Board, the local community college Board of Trustees may purchase said site.

39.00 Deadline Dates

39.10 Deadlines for State Board Action on New Units of Instruction

Because of problems in processing new course and curriculum applications by the staffs of the Illinois Community College Board and the Illinois Board of Higher Education, it is necessary to provide sufficient lead-time for adequate processing of new instructional units.

A course must have an approved initial beginning effective date prior to the first day of the term during which it is taught to qualify for apportionment. A course may be approved for offering and apportionment up to the declared mid-point of a normal term, but must have an initial beginning effective date which precedes the start of the normal term.

Programs should be submitted as early as possible--hopefully long before they are intended to be offered.

39.11 Deadlines for State Board Action on New Units of Public Service

The deadline date for submitting formula grant proposals and/or plans is September 1. No deadline dates apply to other units.

39.20 Deadline for Submission of Master Plans

Master plans as incorporated in RAMP/CC are due by August 1.

39.30 Deadline for Submission of Capital Requests

Capital request for state funding for the next fiscal year are due by August 1.

39.40 Deadline for Submission of Special Disadvantaged Student

The deadline date for submitting formula grant proposals and/or plans is September 1.

39.50 Deadline for Submission of Management Information System Reports

(A) Directory update	September 20
(B) Enrollment Date	October 10 (1st Part) January 10 (2nd Part)

(C)	F-1 Curriculum Enrollment	End of Registration
	S-3 Course and Enrollment	Due with Apportionment
	S-6 Course Enrollment Resources	Due with Apportionment
	F-2 Curriculum Enrollment	Due with Apportionment

(D) Student-Based Policy Data System

Y Card-Student data card (one time submitted for new students only)	30 days after initial registration
E Card-Student Enrollment card	End of term

All other data is due as stated in the current MIS Procedures Manual.

(E)	Administrative Salary Date	November 1
(F)	Faculty Salary Date	November 1
(G)	Unit Cost Study Date	September 13

(H) All changes in continuing data requests and/or data request formats shall be recommended through the M-I-S-P-A-C and be in consonance with the overal MIS design.

39.60 Deadline for Submission of Financial Claims and Reports

39.61 Apportionment Claims

PROCEDURES CONCERNING THE FILING OF CLAIMS
AND OTHER FINANCIAL DOCUMENTS WITH THE ICCB

Flat Rate Grant and Non-Business Occupational Grant Schedule

	Type of Claim	Submittal Schedule	Payment Schedule
(A)	Regular Apportionment Claim	Within 30 calendar days after mid-term of apportionment period	Within 45 days following verification of claim
(B)	Supplemental Apportionment Claim	Within 30 calendar days after the end of the apportionment period	Within 45 days following verification of the error correction claim
(C)	Error Correction Claim for Both the Regular Claim and Supplemental Claim	Within 60 calendar days after the end of the apportionment period	

39.62 Equalization Claims

Section IV (ICCB-4E-75) Schedule

	Claim	Submittal Schedule	Payment Schedule
(A)	In-district students attending district college	Within 30 calendar days after mid-point of the normal term	Within 45 days following verification of claim
(B)	In-district students attending other Illinois community colleges	Within 30 calendar days after the end of the normal term	Within 45 days following verification of error correction claims
(C)	Error corrections to 1 and 2, above	Within 60 calendar days after the end of the normal term	

39.63 Veterans' Claims

PROCEDURES CONCERNING THE FILING OF CLAIMS
AND OTHER FINANCIAL DOCUMENTS WITH THE ICCB

	Item Submitted	Time Limit	Forms Required	Late Submission Policy
(A)	Original Claim	Same as Apportionment Claims	4 copies of ICCB 4VS:71 plus Required Documentation	

39.64 Annual Operating Budget

	Item Submitted	Time Limit	Forms Required	Late Submission Policy
(A)	Annual Operating Budget	15 days after adoption of budget by local Board; in no case later than Oct. 15.	3 copies of budget in the form specified by the Uniform Accounting Manual; Budget forms in Chapter 5 Uniform Accounting Manual (pp. 62-78)	Budgets submitted after Oct.15 are subject to the following regulations: a. Funding will be suspended for any school not submitting 3 copies in the proper format before Oct.15. b. Budgets submitted after Oct. 15 but before official deadline for Nov. meeting will be recommended for approval at Nov. meeting and funding restored on Dec. 1 (assuming favorable Board action. c. Budgets submitted after the deadline for the Nov. meeting will be presented to the Board for approval at the next succeeding meeting for which the deadline is met and funding restored on the first of the second next. succeeding month.

39.65 Annual Audit

PROCEDURES CONCERNING THE FILING OF CLAIMS
AND OTHER FINANCIAL DOCUMENTS WITH THE ICCB

Item Submitted	Time Limit	Forms Required	Late Submission Policy
(A) Annual Audit	December 1 following the fiscal year	4 copies with the following requirements: a. Statement of verification of enrollment b. Schedule of enrollment data c. Note on basis of accounting d. Statement on internal control e. Uniform Conversion Statements *f. The inclusion of statements in the audit report as to the statutes, State Board regulations, and/or procedures reviewed in the course of the audits and any exceptions found pertaining thereto.	All districts whose audits are submitted after Dec. 1 will be subject to the following regulations: a. Funding will be suspended on Dec. 2 b. Those districts submitting letters of explanation before November 15 will have such letters presented at the Dec. meeting and if approved, funding will be restored immediately upon the receipt of the audit in proper form. c. Those districts not submitting a letter of explanation before Nov. 15 will have their funding suspended until the next second succeeding Board meeting from the date the audit is received, providing favorable Board action. The ICCB considers the late submission of an audit a serious matter and reserves the right to require further reports, investigations, hearings, etc., before restoring funding for a district which is late in submitting its audit.

*Permissive for audits of year ended June 30, 1974, required thereafter.

39.66 Published Annual Financial Statement

PROCEDURES CONCERNING THE FILING OF CLAIMS
AND OTHER FINANCIAL DOCUMENTS WITH THE ICCB

Item Submitted	Time Limit	Forms Required	Late Submission Policy
(A) Published Annual Financial Statement	Must be published by Nov. 15; must be submitted to ICCB by Dec. 1.	3 copies to be submitted to ICCB. Format is specified in the Uniform Accounting Manual. A Certificate of Publication must	Districts who fail to publish and/or fail to submit to the ICCB their financial statement are subject to the following regula-

Item Submitted	Time Limit	Forms Required	Late Submission Policy
		accompany each financial statement. Forms for Published Financial Statement (pp. 8-10 Uniform Accounting Manual)	tions: a. Funding will be suspended. b. Funding will be restored upon approval by the ICCB upon the second succeeding Board meeting following the publication or submission to the ICCB, whichever is later.

39.67 Certification of Chargeback Reimbursement

Item Submitted	Time Limit	Forms Required	Late Submission Policy
(A) Certification of Chargeback Reimbursement	30 days after the date of the completion of the audit (as indicated on the auditor's opinion), but in no case later than Dec.1.	Form specified in Uniform Accounting Manual. Three copies required. Forms on pp.14-15 of Uniform Accounting Manual.	Late submission to ICCB: a. Funding suspended. b. Funding restored upon the second succeeding Board meeting from the date received.

39.68 Chargeback Billings to Other Districts

REGULATIONS CONCERNING THE FILING OF CLAIMS
AND OTHER FINANCIAL DOCUMENTS WITH THE ICCB

Item Submitted	Time Limit	Forms Required	Late Submission Policy
(A) Chargeback Billings to Other Districts	End of term for the term for which the home district is to be billed	Left to the Discretion of the college.	The district to be billed is not liable for any chargebacks for which it has not been billed by the other district within the specified time limits.

39.69 Certificate of Tax Levy

Item Submitted	Time Limit	Forms Required	Late Submission Policy
(A) Certificate of Tax Levy.	30 days after date of levy.	Form provided by ICCB. 3 copies required. Form ICCB-TL 1	Funding suspended until second next succeeding Board meeting after receipt.

SECTION IV

LISTING OF OFFICIAL PUBLICATIONS OF THE ICCB AND OTHER AGENCIES APPLICABLE TO THE ILLINOIS PUBLIC COMMUNITY COLLEGE SYSTEM

Publications (Operating Manuals) of the Illinois Community College Board

The following official publications include operating manuals of the Illinois Community College Board that are herein incorporated as a part of the ICCB Manual of Policies, Procedures, and Guidelines:

1. Illinois Public Community College Act (Illinois Revised Statutes and Supplement, Chapter 122, Sections 101-1 to 108-2).
2. Management Information Systems Procedures Manual (Includes the Data Base Directory and MIS Conceptual Design).
3. Policies and Procedures for Illinois Veterans' Scholarships for Public Community Colleges.
4. RAMP/CC: Resource Allocation and Management Plan for Community Colleges.
5. Uniform Accounting Manual.
6. Unit Cost Study Manual.

Other Publications Applicable to the Administration of Public Community Colleges in Illinois

The following publications are applicable to public community colleges in Illinois unless superceded by the Illinois Revised Statutes (including the Public Community College Act) and/or ICCB policies.

A. Illinois Board of Higher Education

   1. Illinois Board of Higher Education Policy and Procedures Manual, October 10, 1974, with amendments.

B. Illinois Capital Development Board

   1. Capital Development Board Regulations (as amended and filed with the Illinois Secretary of State), particularly "Part VI: Procedures and Responsibilities for Construction Projects, Rule 601".

B. Illinois Capital Development Board (cont.)

2. Manual of Procedures
3. Appendix to Manual of Procedures, particularly "Part 2 - Standardization of Definitions and Phaseology for Capital Outlay Projects".

C. Construction and Facility Codes

1. Illinois Rules and Regulations for Fire Prevention and Safety of the Department of Law Enforcement.
2. Life Safety Code, NFPA No. 101 of the National Fire Protection Association.
3. National Building Code recommended by the National Board of Fire Underwriters.
4. Occupational Safety and Health Act of the U. S. Government.

SECTION V

GUIDELINES (Items 51.00-56.44)

52.00 Administration

52.10 Required College Documents

Involvement of the various segments of the college community in policy development is encouraged. Policy documents should be the subject of a periodic review to ensure their relevance to current practices.

52.20 Responsibilities and Qualifications of Administrators and Other Staff

52.21 Chief Administrative Officer

A. The president or chief administrative officer should have previous experience in higher education and/or in educational administration which includes significant and varied responsibilities.

B. Graduate work at the doctoral level combined with demonstrated competence in educational leadership should represent major criteria in employment of the chief administrator of institutions of higher education.

52.22 Members of the administrative staff should have previous educational administrative experience in addition to successful classroom teaching experience. They should possess a minimum of a Master's degree with major study in an area appropriate to the duties assigned.

52.23 Administrative interns who work under the direction of a member of the administrative staff should meet the requirements as stipulated for members of the teaching staff. Specialized staff, such as accountants and counselors, may be employed upon the basis of demonstrated competence in their field of specialization with an appropriate background of education and experience.

52.24 Community College Faculty Members

Community college faculty members should be employed and remunerated on the basis of teaching competence in their subject area. The broad scope of programs offered in the public community college may include specialized courses in which the preparation for teaching varies from typical advanced degree programs to other educational preparation and experience. Full responsibility for the employment and termination of the staff of the college rests with the board and administration of the college.

A. The normal annual teaching load in non-laboratory courses should be 32 semester or 48 quarter hours excluding the summer session.

B. For the purpose of determining teaching load, laboratory or other comparable teaching arrangements should be equated in accordance with an established college policy.

C. If an overload assignment is necessary, it should not exceed either (a) one course in which the credit hour value does not exceed five or (b) more than one course, the combined credit hour values of which do not exceed four hours.

D. The teaching load of part-time faculty who are employed elsewhere on a full-time basis should be governed by the overload criteria enumerated in (3) above.

E. The ratios of professional staff to students shall be determined by institutional philosophy and instructional techniques.

52.30 Serving the Educational Needs of the Community

Representatives of the college should be active participants in community affairs and be able to interpret the needs of the community to the college and the services of the college to the community.

52.40 Operation of Extension Centers by Public Community Colleges

All out-of-district extension courses should have a minimum beginning enrollment of 15 students unless there are some special circumstances which justify a smaller enrollment.

53.00 Instructional Offerings

53.10 Publications of the institution should show clearly the lines of authority and responsibility for developing each section of the comprehensive community college program as identified in Section 101-2(g) of the *Public Community College Act*.

53.20 Vocational-Technical Curriculum Development

The curriculum and/or courses would normally be expected to meet these additional guidelines unless the college can substantiate a contrasting rationale for operation:

(A) A part of the regular occupational offerings

(B) Designated in the college literature as an occupational offering

(C) Taught by the occupational faculty

(D) Administered by the staff that administers other occupational courses

(E) Identified with prefix numbers and/or HEGIS codings as occupational

53.30 Associate in Liberal Studies Degree

Once the agreement has been defined by both advisor and student, it cannot be changed except by joint agreement of the advisor and the student. Method of delivery of instruction, independent study, external degree, cooperative agreement with other institutions, and other types of flexibility in higher education curriculums will be appropriate to this degree if it is part of the contract between the college and student when that student's degree program is developed or changed at a later date by mutual agreement.

53.40 Factors and Considerations as Guidelines to Determine Necessary or Unnecessary Duplication of New Units of Instruction and Cooperative Programs

The Illinois Community College Board approved guidelines relating to the duplication of instructional programs to assist the staff in making judgments relating to the approval of new units of instruction and cooperative programs

(A) Providing Services for Students.

(1) Distance to be traveled by the student.
(2) Number of hours, terms, years necessary for student to complete instruction.
(3) Student availability especially as it relates to the time of offering.
(4) Whether the program meets the individual's needs.

(B) Manpower Needs and Their Relationship to New Program Approvals and Cooperative Programs.

(1) Local manpower data.
(2) Regional manpower data.
(3) Potentially generated manpower needs.
(4) Data available from surrounding institutions.

(C) Economical Considerations.

(1) Current costs (including consideration of chargeback costs as compared to the cost of the implemented program).
(2) Future costs (as above, but also including potential enrollments, potential funding sources and other costs).

(D) Effects of a New Program at One College to Previously-Approved Programs at Another College.

(1) Potential enrollments at all institutions, including class size, relationship to previously-approved units of instruction, etc.
(2) Availability of staff and facilities.
(3) The immediate and future needs of the local district.

(E) Relationship to Previously-Approved Programs at the College.

(1) Availability of equipment, facilities and faculty.
(2) Basis on which programs were originally approved.
(3) Specific intent of programs.
(4) Number of additional courses needed.

53.50 Non-Traditional Offerings

53.51 College Level Examination Program

The Illinois Community College Board recommends limits for the granting of credit by CLEP general examinations as follows:

English - 6 semester hours
Mathematics - 6 semester hours
Humanities - 6 semester hours
Natural Sciences - 6 semester hours
Social Sciences-History - 6 semester hours

The Illinois Community College Board recommends that credit be granted on CLEP general examinations for students who achieve a test score equal to the 40th percentile and a corresponding standard score of 460-470 as a minimum basis for granting such credit.

Each college is encouraged to conduct studies to determine minimum score and maximum credit to be granted through the CLEP Subject Area Examinations. The colleges may utilize as suggested guidelines the following minimum scores and maximum credits:

	Minimum Score	Maximum Credit
American Government	47	3
American History	50	4
Analysis and Interpretation of Literature	49	4
Biology	49	4
College Algebra	49	3
College Algebra-Trigonometry	49	3
Computers and Data Processing	46	3
Educational Psychology	47	3
English Composition	48	6
English Literature	48	6
General Chemistry	48	6
General Psychology	48	3
Geology	49	4
History of American Education	46	3
Human Growth and Development	47	3
Introduction to Business Management	47	3
Introductory Accounting	50	6
Introductory Business Law	50	3
Introductory Calculus	48	4
Introductory Economics	48	4
Introductory Marketing	48	3
Introductory Sociology	46	4
Statistics	49	3
Trigonometry	49	3
Western Civilization	50	6

53.52 Service Credit for Health and Physical Education

Any veteran who has completed a minimum of six months of active duty in the armed forces should be permitted to receive credit for any required health and physical education courses upon application for such credit and presentation of evidence indicating honorable discharge. Such credit should be entered on the student's record without a grade and should not be included in the computation of the grade point average.

53.53 Armed Forces Study

Credit should be allowed for group study of correspondence work applicable to the student's curriculum which was taken through the United States Armed Forces Institute (USAFI) provided the course(s) is recommended by the American Council of Education and provided presentation is made of official evidence of satisfactory completion of the work. Training courses provided in the armed forces which are designated as applicable to the student's curriculum by the American Council on Education may be accepted for credit on submission to the appropriate dean's office of official documentation that such courses were completed. Credit granted for USAFI or Service courses should be entered on the student's record without a grade and should not be included in the computation of the grade point average.

In order to provide maximum opportunities for veterans and service personnel to meet their respective educational goals, Illinois public community colleges are encouraged to make every effort in implementing the following guidelines to assist these individuals:

A. The community colleges shall make every effort to adopt liberal entrance requirements for veterans and service personnel and should require no more than a high school diploma or equivalency based on satisfactory scores in the General Educational Development Tests as adequate educational credentials for enrollment in an associate degree program.

B. The community colleges should provide opportunities for veterans and service personnel not meeting the above requirements to enter any certificate program in which the college believes the person has a reasonable opportunity for success.

C. In no case will an individual be penalized by additional requirements because he or she is a member of the armed forces which requires mobility of residence.

D. The community colleges shall make every effort to offer courses at a time which provides maximum opportunity for veterans and service personnel. These opportunities may include courses offered on a military base, in the evenings or weekends, or at other non-traditional time frames.

E. The community colleges should provide opportunity for veterans and service personnel to complete courses through special means or non-traditional modes should the educational program be interrupted by military obligations.

F. The community colleges should make available to veterans and service personnel the availability of tutorial services in convenient locations. The college should also designate a trained service personnel's counsellor who is available at both convenient times and locations to assist service personnel in understanding all educational options available.

G. The community college should encourage the granting of credit by examination and the use of College Level Examination Program (CLEP) and the College Proficiency Examination Program (CPEP).

H. The community colleges are encouraged to grant appropriate credit for educational experiences in the Armed Services in accordance with their evaluation made by the American Council on Education.

I. The community colleges should grant exemption from or give credit for required health or physical education courses when the veteran or service personnel has had at least one year of active service.

J. The community colleges should waive certificate and associate degree residency requirements for service personnel or make them such that they can be adapted to the mobility and special needs of the person.

K. The community colleges should make a contract for the associate degree with the service person so that, with the assistance of the designated advisor, the courses of study could be pursued at at other institutions or locations while he or she is a member of the Armed Service.

L. The community colleges should agree to provide a repository for all credits of the individual and to award to the veteran or service person the appropriate certificate or degree upon completion.

M. The community colleges are encouraged to be generous with the transfer and acceptance of credits that have been obtained by both traditional and non-traditional methods at other institutions.

N. The community colleges should develop a representative local advisory council that will aid the college in carrying out its mission in relation to veterans and service personnel.

O. The community colleges are encouraged to publicize and promote the policies for service personnel and veterans by inserting them in the general catalog and other bulletins.

53.54 Transfer of Credits Earned at Non-Traditional or Non-Recognized Institutions

Credits applicable to the curriculum for which the student is applying, which were earned at non-accredited institutions, should be conditionally accepted at the time of admission. Final acceptance of such credits is granted when the student has earned a minimum of 30 semester hours of credit applicable to a four-year or longer curriculum, or 25 percent of any program less than four years in length, with a grade point average of at least C.

53.55 Proficiency Examinations

If a student is proficient in a particular subject area, but has developed that competence in non-traditional ways, and no credit by examination is available through one of the categories enumerated above, he should be permitted to establish credit through a proficiency examination. Such proficiency examinations may consist of written evaluations and/or other opportunities to demonstrate the application of theory and skills. If the student's examination meets the standard required for "C" work, credit for the course would be entered on the student's permanent record. Such credit should be shown as "Credit by Proficiency." No grade will be recorded, and the credits will not be included in the computation of the grade point average.

A student shall not be permitted to take a proficiency examination in any course which appears on his transcript with a grade from an accredited college. Any student who has received proficiency credit for a course shall not be permitted to subsequently register for that course and earn a grade. If the student's examination does not meet the standard required for "C" work, no credit shall be granted. A student may take a proficiency examination for any course a maximum of twice.

53.56 Advanced Placement Program

The Advanced Placement Program is an organized instructional program offered in high school in cooperation with CEEB. Credits are granted for course areas in which a student has completed an Advanced Placement course examination with a minimum score of three (3). The scores range from a high of five (5) to a low of one (1). Courses currently a part of this program are:

American History
Biology
Chemistry
English

Mathematics
  Calculus AB
  Calculus BC

European History
French
German
Spanish

Physics
  Physics B
  Physics C

Latin
Vergil
Comedy
Prose

The amount of advanced standing credit shall be determined by the college commensurate with the survey credit in which the subject is offered. Credit granted on the basis of an AP test should be entered on the student's record with or without a grade and may or may not be included in the computation of the grade point average. All credit earned through this program should count toward graduation unless the subject area in which credit is earned is not applicable toward the individual student's program or curriculum.

53.60 Interstate Reciprocal and Cooperative Agreements

The following guidelines are adopted by the Illinois Community College Board for interstate reciprocal and cooperative agreements between public community colleges in the State of Illinois and community colleges in the State of Iowa:

1. Each student involved in the interstate cooperative agreement will pay the tuition of his home (sending) community college district.
2. The home (sending) community college district will claim state aid from its own state for all of its resident students participating across state lines in the interstate agreement.
3. A student will be enrolled at the receiving institution across state lines on a first-come, first-enrolled basis if the student has a letter of authorization from his home (sending) district to participate in the interstate cooperative program.
4. The home (sending) college will pay the statewide average direct costs by program (statewide average baccalaureate program direct costs or statewide average occupational program costs) per student through the receiving district. Until the State of Illinois develops program costs rather than current discipline costs, the program costs for the Iowa Community Colleges will be used both ways.
5. A student will receive his degree, diploma, or certificate from his home (sending) college but such degree, diploma, or certificate will state that it was awarded in cooperation with the name of the receiving institution that actually provided the instruction. The student transcript will also have a similar statement. Also, it is expected that the college catalog of the home (sending) college will list the names and locations of all programs to be offered by the interstate cooperative agreement.
6. The community college districts involved will resolve any issue of fees, student activities, and all other details. It is expected that a copy of each cooperative agreement developed by the districts involved would be filed with the State office in Iowa and in Illinois.

54.00 Public Service Programs

54.10 Comprehensive Offerings (Public Services)

College participation in the public service area should be circumspect. The college's main product is education, not the direct delivery of health care, police protection, transportation, etc. As an extension of education; however, the college has a rightful and necessary place in community affairs, as does the catalytic effect of bringing together citizens interested in common problems.

SECTION VI

POSITION PAPERS

This section of the Illinois Community College Board Manual of Policies, Procedures, and Guidelines includes official position papers or statements adopted by the Illinois Community College Board for the guidance of the Illinois Public Community College System.

These position papers serve as "guidelines" identifying the philosophy and recommendations for the Illinois Community College Board, the staff in the ICCB office, and the public community colleges in the State of Illinois.

Included in this section are the following position statements officially adopted by the Illinois Community College Board:

A. Philosophy and Purposes for the System of Public Community Colleges of Illinois.
(Adopted by the Illinois Community College Board on September 20, 1974 as amended February 21, 1975).

B. ICCB Role of Advocacy and Ombudsmanship for the System of Public Community Colleges in Illinois.
(Adopted by the Illinois Community College Board on February 21, 1975).

C. Position Paper on Adult-Continuing Education in Illinois Public Community Colleges--Including General Studies, Community Education, and Community Services (Public Service Activities).
(Adopted by the Illinois Community College Board on April 18, 1975).

PHILOSOPHY AND PURPOSES FOR THE SYSTEM OF PUBLIC COMMUNITY COLLEGES OF ILLINOIS

(Adopted by the Illinois Community College Board On
September 20, 1974 as Amended February 21, 1975)

The public community colleges of Illinois, by law and by performance, are part of the system of post-secondary and higher education for the State of Illinois. This system is under the general coordination and leadership of the Illinois Board of Higher Education and includes five basic segments--the University of Illinois system (three campuses), the Southern Illinois University system (two campuses), the Board of Regents system (three campuses), the Board of Governors system (five campuses), and the Public Community College system (currently 48 campuses).

The community college system strives to fulfill the mandate of the Illinois State Constitution of 1970 which indicates that "A fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities." The community college system also is dedicated to the philosophy and concept of the public community colleges as set forth in the Master Plans for Higher Education in Illinois (1964, 1966, and 1971) and the Public Community College Act of 1965 as recodified in 1973.

Responsibility for the governance, administration, and operation of the community college districts is vested in the local district community college boards of trustees and, as delegated by them in their staffs. The Illinois Community College Board provides general statewide planning, coordination, and leadership for the public community colleges of Illinois. The ICCB is responsible for statewide studies along with reviewing and approving various requests from the colleges, including instructional and public service programs and services, site selections, construction projects, and state financial support.

Each public community college is expected to offer a comprehensive program of services for the residents of its district who have completed high school or are eighteen years of age and older and who can benefit from one of the programs or services of the community college. However, the community college may offer specialized programs for persons of less than eighteen years of age in cooperation with local public school officials when the community college can be effectively utilized for such services. The community colleges are encouraged to cooperate in offering certain specialized programs and services on a regional or statewide basis. The community colleges shall not offer programs and services specifically reserved for the university upper-division and graduate levels, but the community college may make its facilities available to the universities to offer such services to the residents of the district.

The community college provides quality education at low cost to the consumer close to home. The community college is designed primarily for commuters, although out-of-district students or students living in remote parts of larger districts occasionally elect to seek residence in the community where the college is located. Another fundamental goal of the public community college system is to provide equal access to educational opportunity for all residents of the state who may benefit from its programs and services.

The community college provides a broad range of educational programs and services working closely with other community agencies and organizations to cooperatively meet the educational needs of the community. Such cooperation in public services brings the community college into contact with local and regional agencies attempting to solve these needs including the elementary and secondary schools, proprietary schools, private and public colleges and universities, governmental units (local, county, state, and federal), business, industry, and agriculture; and various community civic, economic, and social organizations to improve the quality of life in the community.

To fulfill this role the comprehensive community college is expected to be innovative, imaginative, and creative. It is expected to experiment with new methods, new curricula, and new forms of instruction, in addition to the traditional, when the best interests of the individual and the community are to be served. Such innovative and non-traditional approaches may include independent studies, proficiency examinations, credit-by-examination, external degrees, correspondence study, work experience, educational television, auto-tutorial programs, and various other audio-visual methods.

The basic purposes and functions of a comprehensive public community college include the following educational programs and services.

1. Provide the first two years of baccalaureate education consisting of liberal arts, sciences, and pre-professional fields designed to prepare students for transfer to four-year colleges and universities and/or designed to meet individual educational goals.

2. Provide career education including occupational, vocational, technical, and semi-technical fields designed to provide job training, retraining, and/or upgrading of skills to meet individual, local, and state manpower needs.

3. Provide general studies, including preparatory or developmental instruction, adult basic education, and general education designed to meet individual educational goals.

4. Provide community education, including non-credit adult continuing education classes, designed to meet individual educational goals.

5. Provide public service activities of an educational nature which may include workshops, seminars, forums, cultural enrichment, community surveys, facility usage, and studies designed to meet community service needs.

6. Provide student support services designed to reflect the programmatic development and direction of the institution, including, but not limited to, admissions, counseling, testing, tutoring, placement, and special assistance for disadvantaged students.

ICCB ROLE OF ADVOCACY AND OMBUDSMANSHIP FOR THE SYSTEM OF PUBLIC COMMUNITY COLLEGES IN ILLINOIS

(Adopted by the Illinois Community College Board on February 21, 1975)

The Illinois Community College Board and its staff reaffirm their role as stated in the September 20, 1974 paper "Philosophy and Purposes of the System of Public Community Colleges in Illinois" and further reaffirm the statement that the Illinois Community College Board provides general statewide planning, coordination and leadership for the system of public community colleges in Illinois.

The Illinois Public Community College Act provides for the Power and Duties of the State Board and mandates that the State Board shall: engage in statewide planning to coordinate programs, services and activities; be responsible for determining efficient and adequate standards; approve and disapprove new units of instruction, research and public service; conduct feasibility studies; cooperate with the community colleges in continuing studies of educational programs and problems; set standards for site selection, construction, and physical facilities; enter into contracts with other governmental agencies to plan and allocate funds for the community colleges; process state funds for the community colleges; provide rules and regulations; submit recommendations on necessary legislation; and develop articulation procedures with degreegranting institutions.

The ICCB, through its staff, works on a daytoday basis with the representatives of many state agencies, some of which are: Board of Higher Education, Bureau of the Budget, Illinois Board of Vocational Education and Rehabilitation, Registration and Education, State Office of Education (formerly Office of the Superintendent of Public Instruction), Capital Development Board, and the Bureau of Local Governmental Affairs, other postsecondary higher education systems, the General Assembly, and the offices of the Governor, Attorney General, Auditor General and the Comptroller. As these State agencies and offices become more involved with the community colleges, the ICCB (staff) must continually represent the system of Illinois public community colleges.

Advocacy and ombudsmanship are, for the ICCB and its staff, by necessity, "twoway streets." The ICCB is a creation of the General Assembly and the Illinois Public Community College Act specifies certain roles for the ICCB with respect to the State and other roles with respect to community colleges. We must rightfully, at all times represent the community colleges with the various State agencies and the General Assembly; and, at other times, we must represent the State interests with the community colleges. When working with an individual college within the system of community colleges as an ombudsman, a problem may necessitate that the Illinois Community College Board and its staff represent the State at times in apparent detriment to a given community college. But that, in no way, should deter the ICCB from support for the advocacy of the total system of public community colleges to serve the educational needs of the citizens within the physical and legal restraints of the State.

Advocacy does not have to always be overtly expressed. During these last ten years of the developing Illinois public community college system, coordination within the system of Illinois community colleges and between the colleges and the various State agencies has occupied a great part of the ICCB staff's time. This coordination has been an effective advocacy role for the development and improvement of the system of Illinois public community colleges. Major projects have included a rapid expansion of state funding for the operation of the community colleges, development of a statewide management information system, the reclassification of credit and noncredit courses and assignments, a planned capital construction program, the assignment of all territories in the state to a community college district, and the achievement of a master plan for the Illinois system of public community colleges.

The ICCB has never endorsed a public relations campaign for the community colleges and has seldom issued news releases or held press conferences to "advertise" the colleges. On the other hand, the ICCB has periodically issued various factual reports and The Community College Bulletin to keep college officials, State agencies, organizations, and citizens apprised of some basic information on the growing community college program.

The ICCB hopes to continue its advocacy for the system of public community colleges which, in its judgment, is in the best interest of the State of Illinois, the citizens, the students, and the community colleges.

POSITION PAPER ON ADULT-CONTINUING EDUCATION IN ILLINOIS PUBLIC COMMUNITY COLLEGES--INCLUDING GENERAL STUDIES, COMMUNITY EDUCATION, AND COMMUNITY SERVICES (PUBLIC SERVICE ACTIVITIES)

(Adopted by the Illinois Community College Board on April 18, 1975)

The Illinois Public Community College Act in defining the program of the comprehensive community college states in Section 101-2(e) the following:

> "Comprehensive community college program": A program offered by a community college which includes (1) courses in liberal arts and sciences and general education; (2) adult education courses; and (3) courses in occupational, semi-technical or technical fields leading directly to employment."

In addition, the Illinois Public Community College Act states in Section 102-16:

> ".... Flat rate grants shall be provided for courses that are normally part of baccalaureate-oriented programs, occupational programs or general studies instructional programs approved by the Illinois Community College Board that apply to an associate degree or certificate." ....

The 1970 Constitution of the State of Illinois in Article X on Education states the following:

> "Section 1. GOAL-FREE SCHOOLS
>
> A fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities.
>
> The State shall provide for an efficient system of high quality public educational institutions and services. Education in public schools through the secondary level shall be free. There may be such other free education as the General Assembly provides by law.
>
> The State has the primary responsibility for financing the system of public education."

It is upon this definition of the program and basis for financial support as specified in the Illinois Public Community College Act, coupled with the responsibilities imposed by the new Constitution for the State of Illinois, Article X, that this position paper is written.

The important role of the community colleges in continuing education and community services was reemphasized in Master Plan Phase III adopted by the Illinois Board of Higher Education in May 1971 which stated the following:

> "Community colleges should assume greater responsibility for the delivery of services since they are spread throughout the State in geographical areas not readily served by senior institutions.
>
> "Senior institutions should aid the community colleges in the performance of this function and should continue to broaden their role in community service activities.

> "Recognize that continuing education is a fundamental component of community service and a major responsibility of all educational institutions. The Board should encourage the institutions to make decisions with respect to continuing education programs in terms of the needs of communities, the programmatic capacities of institutions to respond to those needs, and the feasibility of interinstitutional cooperation in developing programs not all of which are available through one institution.
>
> "Noncredit programs should be developed and offered to individuals regardless of whether they hold a college degree.
>
> "Programs for credit should be viewed as midcareer or career up-date opportunities for individuals who have previous college experience although not necessarily a degree.
>
> "Continuing education programs should be tailored to the existing needs of communities and individuals and not necessarily be tied to institutional academic programs or offered as mere curriculum extensions."

The Illinois Community College Board at its September 1974 meeting approved a statement of philosophy and purposes that included six basic purposes and functions of a comprehensive public community college as follows:

> "1. Provide the first two years of baccalaureate education consisting of liberal arts, sciences and pre-professional fields designed to prepare students for transfer to four-year colleges and universities and/or designed to meet individual educational goals.
> "2. Provide career education including occupational, vocational, technical, and semi-technical fields designed to provide job training, retraining, and/or upgrading of skills to meet individual, local, and state manpower needs.
> "3. Provide general studies, including preparatory or developmental instruction, adult basic education, and general education designed to meet individual educational goals.
> "4. Provide community education, including non-credit adult continuing education classes, designed to meet individual educational goals.
> "5. Provide public service activities of an educational nature which may include workshops, seminars, forums, cultural enrichment, community surveys, facility usage, and studies designed to meet community service needs.
> "6. Provide student support services designed to reflect the programmatic development and direction of the institution, including, but not limited to, admissions, counseling, testing, tutoring, placement, and special assistance for disadvantaged students."

One of the distinctive features of the comprehensive community college program is that, beyond traditional and non-traditional instruction, post-secondary educational opportunities are to be provided for all citizens of the state. With the growing complexity and changing nature of our society, there is more need for adults to continue their education throughout their lifetime. With more leisure time, with more citizens at retirement age, and with more methods of communication and transportation available to citizens, there are more opportunities for adults to take advantage of continuing educational programs.

The community college is ideally organized and ideally located to offer adult continuing education programs for our citizens. The primary role of the community college is to provide post-secondary educational programs for persons beyond high school age and to meet local community needs, whereas the elementary and high schools have the primary function of education for youth up to age 18 and the universities concentrate on baccalaureate and graduate level education, research, and public service activities primarily to meet statewide and national needs.

General studies courses, as developed by the public community colleges are instructional credit classes, but have a unique and fresh approach to learning opportunities for adults. The approach should not be compared to the traditional, baccalaureate-oriented and vocational-technical courses designed primarily for the 18-19 year olds. The variety of subject matter, methods of teaching, psychological principles of learning, and techniques of delivering such courses, together with the varied needs of adults and the pragmatic nature of the adult learner, makes this program imperative, unique, and of the same quality and need.

After many discussions and deliberations, eight general studies curriculums were developed by the colleges and approved by the Illinois Community College Board that were designed primarily for the adults of community college districts. All of the courses in the eight curriculum areas have been reviewed by both college and ICCB staff, and the colleges are being audited to insure that they meet the requirements established by the ICCB for courses in all instructional areas, and now qualify for state apportionment funding.

The participation in these general studies courses by the adults in community college districts has been extensive and represents one of the fastest growing segments of the community college curriculum. This record of success should merit serious consideration by the appropriate agencies for continued support and funding. As the ICCB meets its responsibilities as a state coordinating agency, the first responsibility of the Board should be to identify and adopt broad policies on curriculum designed for the welfare of the population which it serves. It is recognized that there may be problems in implementing or funding all programs in all districts; however, principles of funding should be supportive in nature and should not formulate basic policy for curriculum development.

During the last few years, adult education, community service, and community education have gone through a developmental process. There have been instances when hobby-leisure courses and similar offerings were in existence; however, at the direction of the ICCB, all such courses have now been removed from state funding or reclassified. This can be documented in both the college offices and in the office of the ICCB. There is ample evidence to show that the general studies programs now in existence are desired by adults, that the programs are needed, and that the programs need adequate state financial support, as does the rest of the curriculum of the comprehensive community college.

The ICCB recognizes general studies courses as part of the instructional program for which college credit is granted. Public service activities which include community education and community services do not grant college credit, but are all equally important. Although different in nature, all segments of this phase of the program are entitled to and deserve adequate financial support from the State of Illinois. The citizens of the community college district are entitled to educational opportunities which meet both their immediate and long-range needs.

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